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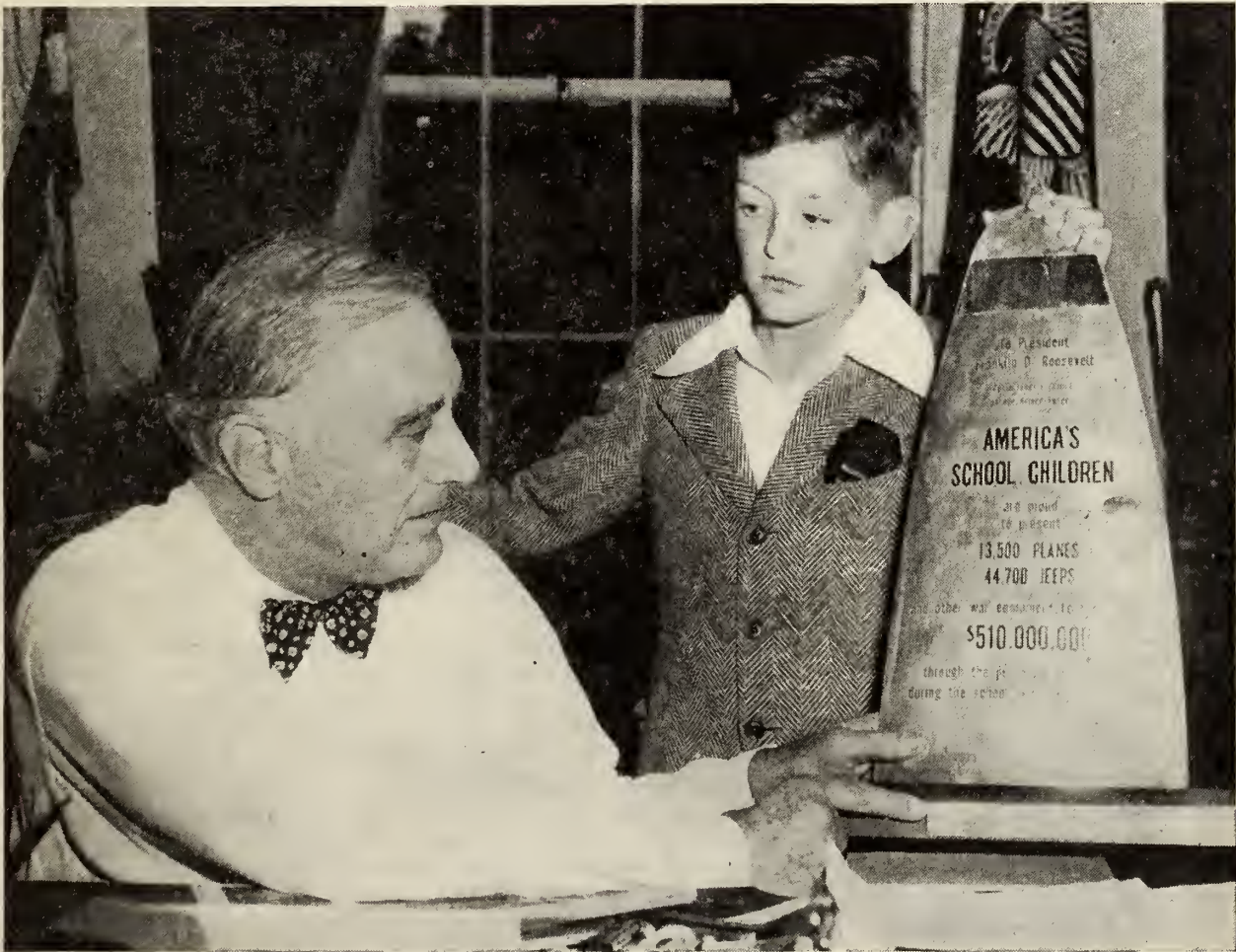


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NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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SINCE THIS PRESENTATION, SCHOOL WAR SAVINGS REPORTS HAVE RISEN TO OVER \$600,000,000

September, 1944
Vol. IX » No. 1

In This Issue . . .

| | PAGE |
|--|------|
| State Superintendent's Letter | 2 |
| Editorial Comment..... | 3 |
| Cover Picture (box)..... | 3 |
| 1943-44 College Enrollments Affected by the War..... | 4 |
| Health Unit to Be Used In North Carolina Schools..... | 4 |
| 18 "All-Star" Articles Encored for Anniversary..... | 4 |
| Vocational Agriculture Taught In Negro Schools..... | 4 |
| Schools Reach Over \$600 Million In 1943-44 War Savings Campaign..... | 4 |
| Canneries Are Established Under School Program..... | 5 |
| Plans Initiated for School Use of FM Radio | 5 |
| Child Feeding Program Shows Growth..... | 5 |
| Shortage of Pharmacists Has Developed..... | 5 |
| Supt. Erwin Suggests That Surplus War Materials Be Donated to the Schools..... | 6 |
| "Pursuit of Education" Series Now Being Heard..... | 6 |
| Superintendent Peele Retires..... | 6 |
| Logan Succeeds Proctor As Distributive Education Supervisor | 6 |
| Many Boys Fail In High School Screening Test | 6 |
| Sub-Committees Report On Study Negro Schools and Colleges..... | 6 |
| Governor Appoints Brower As State Board Member..... | 6 |
| Booklet On ASTRP Program Available..... | 6 |
| Lest We Forget: Democrat-Nominee for Governor Cherry's Proposals for Education | 7 |
| New Color Slides | 7 |
| Publications On Peace (box) | 7 |
| Teachers Can Assist Visual Handicapped..... | 7 |
| State School Facts | 8-9 |
| Proposed Constitutional Amendment Would Make Change In State Board..... | 10 |
| Consultant In Health Education Added to Department Staff..... | 10 |
| Last Year's Teachers Received Two Dollars Per Month Additional..... | 10 |
| 1944 District Teachers Meetings (Box)..... | 10 |
| "X-Ray Facts for Teachers" Distributed..... | 10 |
| Andrews Superintendent Issues Placard In Back-to-School Campaign..... | 10 |
| State Board Adopts Emergency Certificate Regulations at June Meeting..... | 11 |
| Schools Collect Clothes for Russians..... | 11 |
| State Board Buys 329 School Busses..... | 11 |
| New Language Arts Bulletin Goes to Press.. | 11 |
| Pictures Wanted (box)..... | 11 |
| Staff Notes..... | 11 |
| Forms for 1944-45 Directory to Be Mailed Soon..... | 11 |
| Supt. Erwin Made Chairman Southern Council of State Chief School Officers..... | 12 |
| Private Business Schools Hold Workshop During Early Summer | 12 |
| Board Votes to Equalize White and Negro Salaries..... | 12 |
| Additional State-Adopted Textbooks for Supplementary Use..... | 12 |
| Moore County Teachers Take Examinations For Tuberculosis..... | 13 |
| Awards for Children's Books | 13 |
| Teacherage Aids Hickory Retain Teachers | 14 |
| Pitt and Carteret Employ Supervisors..... | 14 |
| New Superintendents Are Elected | 14 |
| Tar Heel History..... | 14 |
| Laws, Rulings, and Opinions..... | 15 |
| From the Past..... | 16 |
| Poliomyelitis Delays Opening of Schools..... | 16 |
| From the Press..... | 16 |

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

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Raleigh, North Carolina

CLYDE A. ERWIN, *State Superintendent of Public Instruction*L. H. JOBE, *Director, Division of Publications, Editor*

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Vol. IX

SEPTEMBER, 1944

No. 1

STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

September 10, 1944.

To Superintendents, Principals and Teachers:

Within a few days most of the schools of North Carolina will open. Indications are that over the whole nation there will be a drop in the high school enrollment this fall on account of the war and the opportunity for work by high school boys and girls. The records for the nation also indicate that more than three times as many youths from 14 through 17 years of age were working this year than was the case when the census was taken in March, 1940.

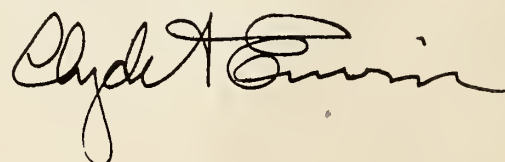
We, as educators, must give serious consideration to this fact of decreased high school enrollment. We must convince those boys and girls who have not completed their high school education that to remain away from school now because they can secure a job which pays well may mean the loss of a good paying position after the war when the educational qualifications will be higher than at present.

This is a community affair in which teachers and principals can take a leading part. A committee representing the various community interests should be formed and action taken immediately to see, telephone, write, or otherwise contact all eligible boys and girls who have dropped out of high school in an effort to persuade them to return to school. Civic clubs and churches could be especially useful for this purpose.

We must make each boy or girl realize that it is not only for his or her future welfare that he or she goes to school this fall; we must also get each boy or girl to understand that it is to the advantage of the State and nation that boys and girls go to school now in order to learn from books, from laboratories, from classmates and from teachers how to "live together harmoniously, work together creatively, play together joyously, and think together courageously" in order to keep the peace which is now being won by our boys on the battlefronts of the world.

Superintendent Hudson, of Andrews, as noted elsewhere in this BULLETIN, is calling the matter to the attention of his patrons by one method. There are other ways. I hope *you* will start things moving also, to the end that no boy or girl will be able to say in later life, "I regret that I did not finish high school; if only someone, my principal or teacher, perhaps, had pointed out to me the value of education, I would have stayed in school until I graduated."

Very truly yours,


State Superintendent of Public Instruction.

EDITORIAL COMMENT

Volume IX

This is the beginning number of volume IX of this BULLETIN. We hope you have found the past numbers interesting and of value to you in your work. We shall endeavor to continue our policy of presenting in the columns of this paper those articles concerning education that have interest to its readers. Of course, we don't learn about many things that could be presented in a publication of this kind. But what we do learn, we shall try to pass it on through this medium to you. We should be very glad to have from you any item which you think might have interest to educators throughout the State. We wish to thank each of you who have made contributions of this sort in the past.

Back to School

The need for school-age youth to return to school this fall has been set forth by a number of the nation's leaders.

Paul V. McNutt, Chairman of the War Manpower Commission, says, in a letter to boys and girls of high school age, "The opening of school this fall is your 'D-Day' in the struggle for a better world."

Dr. John W. Studebaker, U. S. Commissioner of Education, in a letter addressed "To the Youth of America," writes "The best place for you to get ready for tomorrow is in high school."

Randall Jacobs, Vice Admiral, U. S. Navy, Chief of Personnel, writing "To Young Men Under 17 Years of Age" says, "For the success I know you desire in the near future as well as later, you need to see that you make the best possible use of your present opportunity to obtain a basic education."

"To Youth Under 18," Gen. H. H. Arnold, of the Army Air Forces, writes "We of the armed forces urge every young man and woman of pre-military age who has been filling a summer war job to return to school this autumn. Such war work is important, but your education has top priority."

Finally, Katherine F. Lenroot, Chief of the Children's Bureau, U. S. Department of Labor, in a letter "To America's Boys and Girls," advises, "If you want to get ready for what's ahead, go to school. If you can't make it full time, be sure you make it at least part time."

You as an educator say that you agree with what each of these persons say, but "Why quote these people in what they say to youth in a publication read by educators?" The answer is simply that after reading what these national leaders say, you as one of the educational leaders of your community may be inspired to "do something" about those boys and girls in your school area who have dropped out of school. There are a number of things that can be done.

The board of education might announce its support of a go-to-school

drive. The superintendent of schools might use the drive as the topic for announcements or letters. The principal of the school might write letters to eligible high school students. School guidance counselors might arrange for a discussion with summer job holders on job-and-school plans. Teacher committees might visit, write letters, or make telephone calls to parents. And publicity might be given to the interesting courses the high schools are offering during this term. These are just suggestions. You will know what is best for your schools. The important thing is to make an honest effort to put the question of a high school education squarely before each boy and girl in North Carolina in as convincing a way as possible.

Compulsory School Attendance

Under the direction of the State Superintendent of Public Instruction a little pamphlet entitled "Compulsory School Attendance" was printed and mailed last spring to the local superintendents for distribution to the schools. This bulletin contained the Compulsory School Attendance Law, Rulings of the Attorney General Concerning Compulsory School Attendance. Rules and Regulations of the State Board of Education, including Rules of Procedure for the Enforcement of the Compulsory Attendance Law, and a statement about and specimen copies of the forms used in connection with the enforcement of the law. It was recognized at the time that the bulletin reached the schools too late for any effective program for the enforcement of the law to be initiated last year. It was hoped, however, that a beginning could be made and that the school administrators and teachers as well as welfare officers in the several counties might have an opportunity to read the pamphlet and each be ready to really enforce the law beginning with the term this fall.

There are no more of the bulletins available from the State office, but no doubt they can be found in the offices of superintendents and principals. Blanks used in the enforcement of the

law are secured from the State office as needed by the superintendent.

Schools have already opened or will open within a few days. This editorial is written in order to remind all concerned—superintendents, principals and teachers—of the necessity of starting at the very beginning of school in the enforcement of the compulsory attendance law. As the bulletin suggests, the success in carrying out the Law and Rules and Regulations of the State Board will depend upon the cooperation of both school people and attendance officers. There is no point in "passing the buck." The duties of all concerned in the enforcement are clearly outlined and should be followed. As stated by Superintendent Erwin in a letter "To Superintendents, Principals and Teachers" in the February, 1944, number of this publication, "Unless we as educators cooperate more fully with the law enforcement official, who under a ruling of the Attorney General is the county welfare superintendent except where a regular attendance officer has been employed, we will never get the age limitation raised from 14 years to 16 years by the General Assembly; nor will we have public approval for having made an effort to do a job when little or no effort has been made."

Cleanliness

A survey of the reports from the elementary schools of 33 counties of the State reveals that the one outstanding item that is found lacking in these schools is that of soap and paper towels. It is learned from certifications of the Division of Purchase and Contract that both soap and paper towels are State contract items and may be purchased from reliable distributors. It is also ascertained from the records that there was spent in the State—as a whole during 1941-42 the sum of \$102,836.82 for janitor's supplies. The following year, 1942-43, State funds in the amount of \$64,311.40 was spent for supplies of this kind. On a per pupil basis this means that an average of TWELVE CENTS per pupil was spent for janitor's supplies of all kinds — FOR CLEANLINESS and for the health of the school children of the State. From State funds approximately 7½ cents PER YEAR was expended. This is less than ONE CENT A MONTH for each child enrolled in the public schools.

As a minimum each child should have three paper towels a day and an average of a cake of soap a month. At State contract prices it would cost approximately 40 cents a year to provide each school child with three paper towels a day for one school year. Another 40 cents will provide each child with a cake of soap each month during the year. A total of 80 or 90 cents, then, will buy each boy and girl these minimum supplies for the term. TEN CENTS A MONTH for CLEANLINESS for each pupil is a small insurance

(Continued on page four)

Cover Picture

"A half billion dollars and more is a lot of money for the school children to have saved," said President Roosevelt as he received the official Schools-at-War report from 13-year-old Donald Beck, spokesman for America's 30,000,000 school children on June 29. The report for the school year ending June, 1944, was inscribed on a bullet-scarred propeller tip from a Japanese plane shot down in the Pacific. Since the presentation, schools war savings reports have risen to over \$600,000,000."

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1943-44 College Enrollments Affected by the War

Enrollment of civilian students in universities and colleges has dropped 44 percent since 1939, a report on "Effects of the War Upon Colleges, 1943-44," just published by the U. S. Office of Education, Federal Security Agency, reveals. In 1939, a total of 1,360,493 students were enrolled in comparison with 761,630 attending classes in the fall of 1943.

"College enrollments before 1939-40 usually increased by at least 75,000 to 100,000 every two years. Hence this loss of nearly 600,000 civilian students from the 1939-40 total is less than the true loss," the report states. "The extent of the decrease can be appreciated more when it is recalled that the enrollment of all institutions of higher education in 1923-24 was only 823,063. As a result of the decline in non-military college enrollments, the loss to the nation in terms of technical advancement, cultural education, and civic competency has become a problem of the first magnitude."

Publicly controlled colleges and universities lost 51.3 percent of their enrollments, while private and church colleges lost only 35.7 percent. The total decrease in men students is estimated at 68.5 percent. Enrollment of women dropped 7.7 percent.

Teacher-education institutions lost 53.7 percent of their student enrollment during the four-year period, nearly all of this loss occurring since 1941. The enrollment of civilian students at schools of this type in the fall of 1943 was estimated at only 72,660.

College faculties declined 5.5 percent during the last year, with a greater loss in part-time teachers than in those employed full time. An estimated total of 118,125 persons were on college staffs in the fall of 1943.

"Effects of the War Upon Colleges, 1943-44" was written by Henry G. Badger and Benjamin W. Frazier of the Office of Education, staff. Copies of the report may be obtained without charge from the U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

Health Unit to Be Used In North Carolina Schools

A study unit on health, prepared by the teachers of Springfield, Mass., is to be used in the schools of North Carolina this fall, according to a recent announcement by Dr. Clyde Erwin, State Superintendent of Public Instruction, and Frank Webster, Executive Secretary of the North Carolina Tuberculosis Association. This unit, called "By Land and Sea and Air" or "The Message of the Christmas Seal," was prepared by the teachers in cooperation with the National Tuberculosis Association.

Directing the work of the unit, which is suitable for use on all grade levels from the first through the high school, was a committee of 12 teachers headed by Miss Ruth Evans, President of the Eastern area of the American Association for Health, Physical Education and Recreation.

The unit includes a description of the American postal service. Since the 1944 Christmas seal features the friend-

ly postman, it is hoped that the unit will cause thousands of children in the public schools to think of the Christmas seal and what it represents in the fight against disease every time they see the postman.

Such units of study have been published each year since 1937, and have generally been the work of prominent individual educators. This year, for the first time, the program has been developed by teachers in the field who know at first hand both the needs and resources of the school in combatting disease.

18 "All-Star" Articles Encored for Anniversary

About 18 of the finest and most enduring of the 1,000 articles that have appeared within the past eight years in *The Clearing House*, a journal for modern junior and senior high school faculties, will be reprinted in the magazine's 25th Anniversary Issue, October, 1944, announces Dr. Forrest E. Long, editor.

All regular departments will be omitted, and the issue increased to 24 pages over normal size, to allow a varied, balanced anthology covering some of the best thinking and achievement—reports dealing with current secondary-education problems.

Selection of the "all-star" articles was based upon balloting by *The Clearing House* board of 42 editors and associate editors, and also by an unselected 33 per cent of subscribers who were polled. Records of reader response on the various articles and their reported usefulness in the high schools, were deciding factors in the final selection.

The October Anniversary Issue is being reprinted as a paperbound professional book to make it available to non-subscribers, faculty discussion groups, and secondary-education classes. The reprint is 75 cents a copy, and may be ordered from *The Clearing House*, 207 Fourth Ave., New York 3, N. Y.

Vocational Agriculture Taught in Negro Schools

Vocational agriculture was taught the past year, 1943-44, in 87 Negro high schools located in 55 counties, it was recently stated by Roy H. Thomas, State Supervisor of Agricultural Education. There were 2,645 high school students, 235 evening class students, 61 part-time class students, 538 day unit students, and 12,780 war food production students, making a total of 16,259 students enrolled in the 87 departments, Mr. Thomas stated.

The income from the home practical work of these students amounted to \$296,877.69. For every dollar paid teach-

ers in the form of salaries there was a return of over \$2 from the home practical work of the students.

The 2,645 high school students grew 904 acres of corn, 107 acres of tobacco, 45 acres of cotton, 602 home gardens, 192 acres of peanuts, and 45 acres of sweet potatoes. Only one department of the 87 failed to conduct courses in the war emergency food program. The 86 teachers conducted 846 courses in the war food production training program. Each of the 87 departments has a fairly well-equipped classroom and shop. Over 30 departments have canneries.

One of the most successful rural credit unions in the State for Negroes is at Columbia, Tyrrell County, which was promoted by the Negro teacher of agriculture.

Since Negroes make up about one third of the rural population of the State, there is, according to Mr. Thomas, a need for: (1) 75 new departments of vocational agriculture for Negroes; (2) more and better equipment in the shops and classrooms; (3) a larger travel allowance for Negro teachers, and better and more reference library books.

Schools Reach Over \$600 Million in 1943-44 War Savings Campaign

The savings of American school children added up to more than \$600,000,000 worth of trouble for the Axis the past school year. *This is better than 20 per cent above the goal of \$500,000,000 and early year-end estimates of \$510,000,000.* Ninety of the one hundred counties in North Carolina reported a sale of \$15,041,238.45.

"A half billion dollars and more is a lot of money for the school children to have saved for stamps and bonds," was the comment of President Roosevelt when he received the official 1943-44 Schools-at-War report inscribed on a Japanese propeller tip shot down in the Pacific. The presentation was made in the White House library by a 13-year-old Virginia school boy who had helped to organize his school's monthly war bond rallies, had raised the Schools-at-War flag each morning, and had himself earned enough money for three war bonds since Christmas. See the cover picture.

EDITORIAL COMMENT

(Continued from page three)

against disease—ONE-HALF A CENT A DAY!

North Carolina schools should spend more money for cleanliness. The use of soap for handwashing in the schools should be expanded. What does it profit the child to be taught cleanliness, if no provision is made in the school itself to practice cleanliness?

It is a shortsighted policy of economy that denies children the supplies with which they may wash their hands when necessary. If health teaching is to be made practical and effective, then cleanliness as one aspect of good health must be practiced, and more money must be spent for soap and towels.

✓ Canneries Are Established Under School Program

Two hundred and fifty-four school community canneries are in operation in this State for training farm people in the best methods of canning more appetizing, nutritious and health-imparting food for home consumption, it is learned from A. L. Teachey, Director of the War Production Training Program which is sponsored by the U. S. Office of Education, through the State Department of Public Instruction, Division of Vocational Education. These canneries, located in rural high schools having departments of vocational agriculture, are operated under the supervision of teachers of agriculture and teachers of home economics in a training program for out-of-school men and women in rural communities. Through the course "Production, Conservation and Processing of Food for Family Use" families are taught the newest approved practices with reference to canning, and demonstrations are held in the canneries to show the patrons how to use the equipment. Each family does its own canning under the supervision of a qualified instructor.

Since August of last year, Mr. Teachey stated, more than 5,000,000 cans of food have been processed in these school community canneries; 22,000 different farm families have used these canneries to conserve a wholesome and nutritious family food supply for the whole year. In addition to food conserved for family use, large quantities of food have been canned for use in the school lunch rooms.

Some of the educational values resulting from this program, according to Mr. Teachey, are:

1. Appreciation of the values of a variety of wholesome and nutritious family food supply throughout the year.
2. The realization of the effect of such a family food supply on the health and happiness of the family.
3. The realization on the part of school patrons that the school has something to offer the adult population of the community that will make them more efficient and happier citizens of the community.

Plans Initiated for School Use of FM Radio

At the meeting which was held July 6, 1944, the State Board of Education passed a resolution authorizing the State Superintendent of Public Instruction to take steps toward the immediate establishment of FM radio service throughout the State for the use of the public schools. The matter has now been taken up with the U. S. Office of Education and preliminary plans for a State survey have been made.

The first school use of FM radio in North Carolina will be through the commercial station WMIT of Winston-Salem, which has its transmitter located at Clingman's Dome. Plans have been made to equip all of the junior and senior high schools in Winston-Salem with FM receivers. The schools in Winston-Salem will also be given ample opportunity to produce radio programs for broadcasts. Although the FM transmitter on Clingman's Dome has an effective range of over 100 miles, few schools outside of Winston-Salem are equipped with FM receivers.

The State Board's resolution is as follows:

"Resolved, that the State Superintendent of Schools is hereby authorized to take immediate steps toward the establishment of a non-commercial educational, frequency-modulation radio-broadcast service throughout the State of North Carolina, said service to be inaugurated at the earliest practicable date.

"To the end that the State of North Carolina may be assured of adequate technical facilities for accomplishing this objective, the State Superintendent of Schools is further authorized: (1) to determine, immediately, the optimum number, locations, and spacing of educational broadcast stations and studio facilities, together with point-to-point communication facilities for the interstation transmission of programs, for providing the proposed educational-broadcast service to all parts of the State; (2) to use whatever qualified engineering counsel may be available in order to make this determination; and (3) to take such steps as may be necessary in order to obtain access, for the North Carolina State Department of Education, to the desired transmitter locations.

"Finally, in view of the necessity for prompt action in informing the Federal Communications Commission of the needs of the North Carolina State Department of Education for educational FM frequencies, the State Superintendent of Schools is authorized and instructed to apply to the Federal Communications Commission at the earliest practicable date, for construction permits and licenses for whatever number of non-commercial, educational FM broadcast stations are considered necessary for the establishment of the proposed educational-broadcast service."

Child Feeding Program Shows Growth

Reports from approximately 80 percent of the schools indicate that there were only 1,101 schools from 90 counties which had lunch rooms during the year 1943-44. Of this number 549 participated in the reimbursement phase of the program. The majority of these schools, 933, the reports show, have five or more teachers employed.

The average number of lunches served by the schools participating in the reimbursement phase of the program was 84,784. The average price charged for the type A lunch with milk was 10 cents. There are only a few foods for which reimbursement may not be claimed: fish, candy, soft drinks, knick-knacks, seasonings and condiments.

Any school may apply for participation in the reimbursement phase of the program if its cash receipts are not sufficient to meet the operating expenses. Applications should be made to the county or city superintendent.

Among the county units participating in a substantial way last year were the following: Ashe 17 schools, Buncombe 11 schools, Burke 14 schools, Chatham 12 schools, Cleveland 10 schools, Haywood 18 schools, Hoke 10 schools, Nash 13 schools, Northampton 13 schools, Rutherford 17 schools, Surry 13 schools, and Warren 11 schools.

A few of the city units participating last year were the following: Winston-Salem, Shelby, Statesville, Mooresville, Morganton, Burlington, Leaksville, Reidsville, Laurinburg, and Lexington.

Shortage of Pharmacists Has Developed

The war has caused a shortage of pharmacists in every American community, according to a recent survey, and unless more young people are attracted to the profession of pharmacy in the next few years, the services of the neighborhood drug store, for so many years an integral part of American life, will be impaired and, what is more important, public health will suffer. Hospitals, too, are feeling the pinch along with drug and pharmaceutical manufacture and research.

The primary interest, however, to educators is the situation facing colleges of pharmacy as a result of the shortage. A great many may have to close their doors unless additional students are enrolled.

Careful surveys indicate that the shortage of practicing pharmacists can be conservatively estimated at 6,500 by January, 1946, and this estimate is made assuming the return to pharmacy of 10,000 of the 14,000 pharmacists now in the armed services. At present, it cannot be forecast accurately how much greater this shortage will be because of the number that may be required for an expanded Army, a worldwide U. S. Navy or for important work in rehabilitation centers for the wounded.

However, the most startling factor of all is the downward trend of replacements. Pharmacy student enrollments have dropped from a normal of 8,800 to 7,000 in the fall of 1942; to 4,300 in the spring of 1943; to 3,600 in the fall of 1943; to 2,700 in the spring of 1944. Only 800 will graduate in 1944, while between 200 and 300 can be expected to graduate in 1945, and in succeeding years till the war's end.

What are these opportunities? The profession of pharmacy requires high school education. It offers the serious and ambitious student many exceptional opportunities in the postwar era. The labor market will be glutted with ex-service men competing for jobs but pharmacy will be free of any overcrowding.

The National Pharmacy Committee, 620 Fifth Avenue, New York 20, N. Y., will gladly supply teachers or educational organizations with information on this subject, and has published an interesting booklet, sent free upon request, "Your Future In Pharmacy."

Supt. Erwin Suggests That Surplus War Materials Be Donated to the Schools

State Superintendent Erwin has written a letter to Congressmen Cooley, Barden, Bulwinkle and Folger, in which he expresses the opinion that the Surplus Property Bill introduced by Senators Murray, Taft and Stewart should be amended to allow the tax-supported educational institutions of the nation to secure as a donation surplus property which has been secured by the Federal Government for other than "school, classroom or other educational use" as the bill now provides.

In this letter Superintendent Erwin states, "I am of the opinion that there will be much surplus war material which can be used by the schools and colleges—such as radios, lathes, planes, small tools, motion picture projectors and films, paints, chemicals, physics apparatus, brooms, first-aid kits, chassis for busses, and many other articles—which were not bought primarily for educational purposes, but which could be used to advantage in the school-rooms, shops, laboratories, and for other school purposes, including the transportation of pupils and the maintenance of the school plants."

"I am suggesting, therefore," Superintendent Erwin continued, "that this bill be amended to the extent of permitting the educational institutions of the nation to secure the various material that can be used efficiently for educational purposes, regardless of the purpose for which it was originally purchased, at no additional cost." The material has been paid for, according to Superintendent Erwin, and the question should be simply one of distribution.

"Pursuit of Education" Series Now Being Heard

Eight half-hour broadcasts on critical issues in American education are now being presented under the title "Pursuit of Learning" on the NBC University of the Air, at 11:00 a.m., EWT, each Sunday. Several of these broadcasts have already been made.

The series is sponsored jointly by four organizations: the U. S. Office of Education, Federal Security Agency; the National Education Association; the American Vocational Association, and the National Broadcasting Company.

Noted citizens and government leaders and prominent educators share the microphone to exchange opinions on problems education must try to solve in the immediate post-war period.

The following is a schedule of the subjects to be presented in September and October:

"Education for World Understanding," September 3.

"How Shall We Assure Equal Opportunity to Education?" September 10.

"How Can We Reduce Illiteracy?" September 17.

"Should Work Experience Be Part of Education?" September 24.

"Military Training for American Youth," October 1.

Superintendent Peele Retires

Superintendent L. M. Peele of the Scotland County school unit, after 30 years of service, retired on August 1 and has been succeeded by J. J. Pence, principal of the Wagram High School.

Mr. Peele is one of those who served the schools of one system for a long period. There are only a few superintendents left in the State, who have a record equaling or exceeding his tenure of office.

But let *Charity and Children* appraise his worth. In a recent editorial that paper had the following to say:

"Well done, good and faithful servant, L. M. Peele who has been faithful for 30 years as superintendent of the public schools of Scotland County. . . . He has not only served for 30 years, but has kept Scotland County schools abreast with the foremost schools of the State. That county was among the first rural schools of the State to put on the nine-months school term and it was under Mr. Peele's leadership that that step was taken. Not only does that 30 years tenure of office speak well for Mr. Peele, but also for the people of Scotland County who had sense enough to know the worth of Mr. Peele to refuse to change him for any other."

Sub-Committees Report On Study Negro Schools And Colleges

The seven sub-committees which were appointed to study the Negro schools and colleges of the State met in Raleigh on July 6th, and drew up tentative reports for the consideration of the main committee recently appointed upon the recommendation of Governor Broughton to make such a study.

Logan Succeeds Proctor As Distributive Education Supervisor

W. B. Logan has succeeded A. S. Proctor as Acting Supervisor of Distributive Education, it is announced by T. E. Browne, Director of the Division of Vocational Education. Mr. Logan, a native of Asheville, began his duties on August 16th.

Prior to his coming to the State office, Mr. Logan was Coördinator of the Distributive Education program of Asheville. He was also Director of the Asheville Retail Institute. From 1936 to 1940 he was a teacher in the Asheville High School and Biltmore College, and prior to that he was in retail business.

Mr. Logan was educated in the Asheville public schools, Mars Hill College

and Furman University, where he received his A.B. degree. He took graduate work at the University of North Carolina, from which he received his M.S. degree. He also studied at the Washington and George Lohr Schools of Art.

The Supervisor of Distributive Education is Mr. T. Carl Brown, who is now on military leave stationed at Long Island, New York.

Governor Appoints Brower As State Board Member

On July 26 Governor Broughton appointed A. S. Brower, administrative assistant of Duke University, as a member of the State Board of Education from the Sixth District to succeed Dr. Henry Dwire, who died a few days earlier in Duke Hospital.

Mr. Brower has been identified with public school administration for several years. He was with the State Department of Public Instruction from 1912 to 1923, as director of its Division of Finance for the last six years of this period. For another six years Brower was comptroller of N. C. State College. Before going to Duke University he was director of the Division of Purchase and Contract for five years. For the last seven years he has been a member of the State Advisory Budget Commission.

Booklet On ASTRP Program Available

A booklet, designed to answer the questions that have been asked most frequently about the Army Specialized Training Reserve Program (ASTRP), is now available to every high school and college student. The title, "62 Questions and Answers on the Army Specialized Training Reserve Program," is in reality an explanation of the method which was followed in making important information easily available to prospective participants in the ASTRP. The booklet is well done and will undoubtedly be of real interest to many high school students. Any school may secure a supply of these booklets sufficient to fill their needs by writing to Maj. I. N. Carr, PITB Military Training Division, Fourth Service Command, Old Post Office Building, Room 508, Atlanta 3, Ga. There is no cost either for the booklet or for postage.

Wilkes County secured the services of Mrs. Gussie Dills Parker of Clinton for work with teachers during the month of August in making plans for the year. All teachers were invited to participate on a voluntary basis. More than half the teachers in the county participated in the program.

Many Boys Fail In High School Screening Tests

The following statistics relative to the High School Aviation Cadet Screening Program in the States of the Fourth Service Command were released recently for the information of all concerned:

| | Ala. | Fla. | Ga. | Miss. | N. C. | S. C. | Tenn. | Total |
|--------------------------------------|-------|-------|--------|-------|--------|-------|-------|--------|
| Number of Schools Participating..... | 287 | 183 | 359 | 324 | 554 | 233 | 254 | 2,194 |
| 17 Years and Over Passing | 1,590 | 1,677 | 886 | 1,162 | 1,506 | 470 | 1,455 | 8,746 |
| 16 Yrs. and Under Passing..... | 1,364 | 1,780 | 1,724 | 940 | 2,381 | 1,293 | 1,159 | 10,641 |
| Total Passing..... | 2,954 | 3,457 | 2,610 | 2,102 | 3,887 | 1,763 | 2,614 | 19,387 |
| Percent Passing..... | 36.8 | 53.2 | 23.1 | 42.5 | 32.8 | 29.1 | 34.7 | 34.5 |
| Total Failing..... | 5,080 | 3,038 | 8,673 | 2,842 | 7,979 | 4,297 | 4,917 | 36,826 |
| Total Examined..... | 8,034 | 6,495 | 11,283 | 4,944 | 11,866 | 6,060 | 7,531 | 56,213 |

Lest We Forget: Democrat-Nominee for Governor Cherry's Proposals For Education . . .

Lest we forget, the proposals made by the Hon. Gregg Cherry in his campaign for the gubernatorial nomination, which he won in the recent democratic primary, are reprinted in this number of this publication, as follows:

WHAT HE PROPOSES

"(1) I favor and will recommend an increase (effective January 1, 1945) in the base pay of the salaries of teachers and school employees of at least the amount of the present war bonus; to which shall be added such additional sums as the Legislature may be justified in paying to meet the increased costs of living during the present war emergency; and I am of the opinion that the beginning salary for any teacher holding an "A" Grade Certificate should be at least \$125 per month.

"(2) Since it is evident that the amounts to be received under the present retirement system are inadequate, I favor and will recommend further effort to improve the retirement system, to the end that retired teachers may live in reasonable security and not merely a meager existence.

"(3) I favor and will recommend the adoption of proper and effective machinery for the enforcement of attendance during the school age, to the end that illiteracy shall be eliminated in North Carolina.

"(4) I favor and will recommend the adoption of rules and regulations for the reduction of the teacher load, so as to provide more adequate personal and individual relationship between the teacher and student.

"(5) I favor and will recommend additional support to an expansion of vocational education in all its phases, to the end that agriculture, home economics and trade and industrial subjects shall receive proper emphasis in our school system.

"(6) I favored and supported the adoption of the constitutional amendment establishing a State Board of Education, and deem it to be a milestone in North Carolina's educational history. The responsibility of the Board is clear and definite, and I pledge my best efforts to support and cooperate with the Board in the performance of its duties of educational leadership.

"(7) The need of quality performance and a progressive program to improve instructional service is a definite challenge to our school system. This calls for sound planning and definite support, and must be one of the goals of the next administration.

"(8) The Free Textbook Act should be amended so as to include at least the eighth grade, now considered ele-

mentary, and I favor and recommend the same.

"(9) I favor and recommend that the pay period of classified principals shall be increased to ten regular salary months, so as to provide for two weeks of organization work before school opening, and two weeks of annual record and report work after school closing.

"(10) If there be teachers who are deficient or those who may have lost interest in their work, I would not shield them,—but, I do feel that as a State policy, the public schools of North Carolina and the teachers' right to work therein must be protected from political, partisan and personal manipulation.

"(11) It is obvious at the close of the present war that many of the counties and cities of this State will need increased school facilities,—both buildings and equipment. The State should make available, through its Building Fund, the money necessary to provide such extensions at a low rate of interest, and upon such terms as may be approved by the Local Government Commission, I favor and will recommend this service.

"(12) The sanitary conditions in many of our schools are inadequate to the needs of the school children. I will favor and insist upon such sanitary improvements as will adequately safeguard the health of the children in every public school of North Carolina."

Publications On Peace

Three new publications of the Educational Policies Commission have just come from the press. They are: "Learning About Education and the Peace," a pamphlet for use in high schools, and "Let's Talk About Education and the People's Peace," a pamphlet for use with adult groups (both of which are designed to help carry out the proposals set forth in "Education and the People's Peace," which was published in May, 1943), and "Two Addresses on Education and the People's Peace." One of these addresses was delivered by Alexander J. Stoddard, chairman of the EPC, at the New York, Chicago, and Kansas City regional conferences of the American Association of School Administrators. The other was delivered by William G. Carr at the conferences held in Atlanta, Ga., and Seattle, Wash.

Each of these may be secured at ten cents per copy or at the usual discount rates for bulk orders. Address: Educational Policies Commission, 1201 16th Street, N.W., Washington 6, D. C.

Teachers Can Assist Visual Handicapped

In an effort to provide the teachers and principals of the State with accurate information in order that they may advise visually handicapped children of the services that are available especially for them, the State Commission for the Blind has prepared the following questions and answers which, in the opinion of State Superintendent Clyde A. Erwin, should be brought to the attention of all teachers and principals. He has suggested, therefore, that these "questions and answers" be reproduced or brought to the attention of the teachers at the earliest possible time, after school begins this fall. "Assistance given to a visually handicapped child now," he said, "may enable such child to make normal progress through school; whereas if the matter is delayed, the child may lose interest in school or perhaps lose his sight for life. I hope, therefore," he continued, "that the entire teaching force will acquaint itself with what can be done for children having this type of handicap."

The questions and answers about these services are as follows:

What can I do for the visually handicapped child in my school room or community?

Apply to the local welfare department for services through the Commission for the Blind. If the child is indigent a free examination by an eye physician is arranged.

What provisions are made for carrying out physicians' recommendations?

Glasses are furnished at special charity rates. Necessary operations and hospitalization are provided by the Commission with no expense to the indigent except transportation to and from medical centers.

What can be done for the indigent child with cross eyes?

An eye examination is given and glasses provided at special rates when recommended, or surgery when necessary to correct cross eyes.

Are these services available to the members of indigent families who do not attend school?

Yes.

What can I do for the blind child?

Every blind child should be reported through the local welfare department to the State Commission for the Blind where an examination by an eye physician will be provided to determine eligibility to the Blind School.

Does this apply to the blind child who is not indigent?

Yes.

May all blind children attend the Blind School free?

Yes.

New Color Slides

Five hundred new Kodachrome slides are available on U. S. and Canadian national parks, California missions, certain cities, and scenes of Hawaii, at fifty cents each.

Drop a postcard to Kime Kolor Pictures, 1823 East Morada Place, Altadena, Calif., and ask for Catalog K-1.

STATE SCHOOL FACTS

Indian Schools

The Law

The public school law, Sec. 115-2, provides that no child with "what is generally known as Croatan Indian blood, in his veins, shall attend a school for the white race." It also states that "the descendants of the Croatan Indians, now living in Robeson, Sampson, and Richmond counties shall have separate schools for their children."

In Sec. 115-66, the law provides that "It shall be the duty of the county board of education to provide separate schools for Indians as follows:

"The persons residing in Robeson and Richmond counties, supposed to be descendants of a friendly tribe once residing in the eastern portion of the State, known as Croatan Indians, and who have heretofore been known as 'Croatan Indians,' or 'Indians of Robeson County,' and their descendants, shall be known and designated as the 'Cherokee Indians of Robeson County'; and the persons residing in Person County supposed to be descendants of a friendly tribe of Indians and 'White's Lost Colony,' once residing in the eastern portion of this State, and known as 'Cubans' and their descendants, shall be known and designated as the 'Indians of Person County.'"

"The Indians mentioned above and their descendants shall have separate schools for their children, school committees of their own race and color, and shall be allowed to select teachers of their own choice, subject to the same rules and regulations as are applicable to all teachers in the general school law, and there shall be excluded from such separate schools all children of the Negro race to the fourth generation. The County Superintendent in and for Robeson County

are descendants of those that were included in the census taken under the Act of 1885, are entitled to attend the Normal School (now Pembroke State College for Indians), regardless of sex and irrespective of residence in Robeson County, so long as they are resident within the State, and are not under thirteen years of age." This opinion is based upon Chapter 195, Public Laws of 1929.

In still another opinion, March 30, 1938, where the question as to the provision for separate schools for the races was raised, it was stated by the Attorney General "that as to the Indians designated by the statute, they could attend neither the white nor the Negro schools, nor could white persons or persons of Negro blood attend the schools for such Indians. This opinion is also based upon Sec. 115-2 of the General Statutes of North Carolina.

Indian Inhabitants

The census of 1940 shows that there are 22,546 Indians in North Carolina. This population, this census further shows, is on the increase. For previous census years the number of Indian inhabitants of the State was:

| | |
|-----------|--------|
| 1930..... | 16,579 |
| 1920..... | 11,937 |
| 1910..... | 7,851 |
| 1900..... | 5,687 |
| 1890..... | 1,516 |
| 1880..... | 1,230 |
| 1870..... | 1,241 |
| 1860..... | 1,158 |

Indians were living in the following counties in 1940: Bladen, Cabarrus, Cherokee, Columbus, Cumberland, Graham, Halifax, Harnett, Hoke, Jackson, Johnston, Person, Richmond, Robeson, Rockingham, Sampson, Scotland, Swain, and Wake.

Provided for the State, and the State, the facts pertaining to the "and the descendants and

land, Harnett, Hoke, Person, Sampson and Scotland counties. The law, Chapter 270, Public Laws of 1941, is designed "to provide better educational advantages for members of the Indian race in eastern North Carolina not otherwise provided for."

Pembroke. The institution now known as Pembroke State College for Indians was established by an act of the Legislature of 1887. The site of the present institution was acquired in 1909. In the beginning it was largely a high school, but as time passed it grew into a normal school and is now recognized as a four-year standard college. Although this institution continues to train teachers for the elementary and secondary schools, major emphasis is now being put on courses, including art, home economics and vocational education, designed to provide students with a standard liberal arts education. There were 117 students enrolled in 1943-44 and the faculty consisted of 17 persons.

Federal Reservation

The Cherokee Reservation comprises 45,000 acres in Swain and Jackson counties and isolated tracts totaling 13,000 acres in Graham and Cherokee counties. The 1940 census gives the Indian inhabitants of these counties as follows:

| | |
|---------------|-------|
| Cherokee..... | 29 |
| Graham..... | 172 |
| Jackson..... | 841 |
| Swain..... | 1,368 |
| Total..... | 2,410 |

Section 4 of the table shows that five elementary and one high school are maintained for the 894 Indians enrolled in 1943-44 with a total of 29 teachers employed. Five buses transport pupils to the Central School from within a radius of 13 miles. Pupils who live too far from the bus routes or whose homes are inaccessible also attend the Central School as boarding students.

INDIAN SCHOOLS IN NORTH CAROLINA, 1943-1944

| COUNTY | SCHOOL | No. TEACHERS | ENROLLMENT | A. D. A. |
|----------------------|----------------------|--------------|------------|----------|
| 1. Public Elementary | | | | |
| Bladen..... | Wide Awake..... | 3 | 95 | 85 |
| Cabarrus..... | No school..... | ..... | ..... | ..... |
| Columbus..... | Hickory Hill*..... | 3 | 59 | 48 |
| Cumberland..... | Cade Hill..... | 1 | 46 | 34 |
| Halifax..... | No school..... | ..... | ..... | ..... |
| Harnett..... | Maple Grove..... | 2 | 63 | 61 |
| Hoke..... | Antioch..... | 2 | 86 | 75 |
| ..... | Macedonia..... | 2 | 69 | 51 |
| Johnston..... | Total, Hoke..... | 4 | 155 | 126 |
| Person..... | No school..... | ..... | ..... | ..... |
| Richmond..... | High Plane..... | 4 | 92 | 74 |
| Robeson..... | No school..... | ..... | ..... | ..... |
| ..... | Ashpole Center..... | 6 | 227 | 186 |
| ..... | Barker-Ten Mile..... | 6 | 227 | 193 |
| ..... | Bethel Hill..... | 1 | 35 | 30 |
| ..... | Burnt Swamp..... | 3 | 99 | 78 |
| ..... | Deer Branch..... | 1 | 40 | 141 |
| ..... | Little Zion..... | 1 | 409 | 123 |
| ..... | ..... | 10 | 409 | 303 |

all children of the Negro race to the public schools. The County Support-
ment in aid of the public schools
in Robeson, Richmond, Person, Scotland, Swain, and Wake.

schools, separate and apart from the record of the operation of schools for the other races."

Court Decisions

In connection with the provision for schools for these Indians, the North Carolina Supreme Court has held:

1. The Legislature is not prohibited by the Constitution from providing separate schools for Croatan Indians, and an act providing for such schools is valid. (See *McMillan v. School Committee*, 107 N. C. 609, 12 S.E. 330.)

2. The provision in regard to Croatan Indians does not embrace only those residing in Robeson, Sampson, and Richmond counties, but Croatan Indians who put themselves within the limits of the schools, although they may come from other territory. (See *Goins v. Trustees Indian Training School*, 169 N. C. 736, 86 S.E. 629.)

3. But children of Negro blood are not entitled to admission into the schools provided for Croatan Indians. (See citation under 1.)

Rulings of the Attorney General

On November 15, 1935, the Attorney General ruled that "The fact as it appears that no provision has been made for schools at which pupils might attend in.....County, does not justify their reception into white schools." This ruling is based upon the statute quoted above 115-2, "which disposes of the subject and makes it unlawful to receive a Croatan child into the public schools with white children or in public schools established for white children."

On February 2, 1937, in another opinion, the Attorney General ruled that "with the exception of the Croatan Indians of Richmond, Robeson and Sampson counties, and their descendants, Indians are not prohibited from attending schools for the white race." This ruling is also based upon Sec. 115-2 of the General Statutes.

As to the eligibility of certain Indians living in Sampson County to enter the Pembroke State College for Indians at Pembroke in Robeson County, the Attorney General, in an opinion under date of October 28, 1937, said "that all persons of the Indian race of Robeson County, who

provided for the Indians of the State. Sections 1, 2 and 3 of this table give the facts pertaining to the "Indians of Robeson County" and their descendants and the "Indians of Person County" as defined by the law of the State. Section 4, on the other hand, gives statistics concerning the schools of the Cherokee Indian Reservation located in Swain, Jackson, Cherokee and Graham counties. The former schools are maintained as a part of the State's public school system, whereas the Cherokee schools are operated by the Office of Indian Affairs of the United States Department of the Interior.

State Schools

As the table shows, several of the counties that had Indian inhabitants according to the census of 1940 do not have Indian schools. This is explained by reason of the fact that there are either no children, the inhabitants being inmates of State institutions, or that there are so few children that their education is provided by private arrangements.

The table shows that in 1943-44 there were 5,615 Indian children enrolled in the elementary schools (grades 1-8) and 516 in the high schools of the State, a total of 6,131. These pupils were taught by 143 elementary teachers and 21 high school teachers.

On an average these Indian children do not attend school as well as do other races. In the elementary schools the average attendance was 80 per cent, whereas in high schools the average for the seven schools was 82 per cent.

Most of the Indian schools are located in Robeson County, where there were 4,819 elementary and 433 high school pupils enrolled. There were two schools each in Hoke and Sampson counties and one each in Bladen, Columbus (closed), Cumberland, Harnett, Person, Rockingham and Scotland. These 11 plus the 24 in Robeson makes a total of 35 elementary schools and seven high schools operated at State expense for the "Indians of Robeson and Person counties."

The school at New Bethel in Sampson County has recently been established as the Eastern Carolina Indian Training School for the benefit of the Indian children of Bladen, Cumberland,

| | Robeson | Richmond | Person | Scotland | Swain | Wake | Total |
|---------------------|---------|----------|--------|----------|-------|------|-------|
| Barker, Ben, Millie | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Bethel Hill | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Burns Swamp | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Hopewell | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Little Zion | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Magnolia | 10 | 10 | 10 | 10 | 10 | 10 | 60 |
| Oxendine | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Pembroke High | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Pembroke | 14 | 14 | 14 | 14 | 14 | 14 | 84 |
| Philadelphus | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Piney Grove No. 1 | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Piney Grove No. 2 | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Prospect | 11 | 11 | 11 | 11 | 11 | 11 | 66 |
| Rennert | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| Smyrna | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| Turnout | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Union Chapel | 11 | 11 | 11 | 11 | 11 | 11 | 66 |
| White Hill | 2 | 2 | 2 | 2 | 2 | 2 | 12 |
| Total, Robeson | 117 | 117 | 117 | 117 | 117 | 117 | 702 |
| Goins | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| Holly Grove | 1 | 1 | 1 | 1 | 1 | 1 | 6 |
| New Bethel† | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| Total, Sampson | 5 | 5 | 5 | 5 | 5 | 5 | 30 |
| Oak Grove | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| No school | --- | --- | --- | --- | --- | --- | --- |
| Total Elementary† | 143 | 143 | 143 | 143 | 143 | 143 | 858 |

Proposed Constitutional Amendment Would Make Changes In State Board

The proposed "State Board of Education Amendment" to the Constitution upon which the people are to vote in the election this fall on ballots "For State Board of Education Amendment" or "Against State Board of Education Amendment," will, if voted favorably, make the following changes in Section 8 of Article IX:

1. Reduce from 15 to 13 the total membership of the Board.

2. Provide for 10 appointive members instead of 12 at present.

3. Provide that 8 of the 10 appointive members shall be from 8 educational districts to be formed by the General Assembly and the other two shall be members from the State at large. At present the 12 appointive members must come, one each, from the 12 Congressional Districts.

4. Make the first appointments for staggered terms: two for two years, three for four years, two for six years, and three for eight years, with all subsequent appointments for eight years. The terms of the present appointive members are for four years, six at one time and six two years later.

5. Make "The State Superintendent of Public Instruction the administrative head of the public school system and secretary of the Board." At present "the State Superintendent of Public Instruction shall have general supervision of the public schools and shall be secretary of the Board."

6. Leave to the discretion of the General Assembly whether there shall be a comptroller appointed by the Board. The present Constitution provides for a comptroller appointed by the Board, who serves at the will of the Board and "under the direction of the Board shall have supervision and management of the fiscal affairs of the Board."

7. The present Constitution also provides that "majority of the members of the said Board shall be persons of training and experience in business and finance, who shall not be connected with the teaching profession or any educational administration of the State." This sentence, considered by many as a reflection against the teaching profession, agriculture, labor, and many other groups, is omitted in the proposed amendment.

Consultant In Health Education Added to Department Staff

Mrs. Albertine McKellar, formerly with the United States Public Health Service, has been appointed as Health Education Consultant in the Department of Public Instruction, it was announced recently by State Superintendent Clyde A. Erwin. A person to work especially in Negro schools is to be employed later under this grant.

Mrs. McKellar comes to the Department under the provisions of a grant of \$10,000 made by the W. K. Kellogg Foundation to the State of North Carolina. She will be added to the staff of the Division of Instructional Service, Superintendent Erwin stated, and will work largely in the high school field under the direction of Dr. J. Henry

Highsmith. Her duties will be that of setting up community health courses for girls. She will help organize, plan curricula, and train teachers of science, homemaking, and physical and health education for programs of community health service throughout the State.

Mrs. McKellar is well trained and has the experience necessary for carrying on this work, it was stated. She graduated from Simmons College, Boston, with the B.S. degree in 1926. She did graduate work at Massachusetts Institute of Technology in 1937-38, taking courses in Adult Health Education, School Health Education, and Community Health Education. For the past three years she has been with the U. S. Public Health Service, working in Cumberland and Robeson counties in North Carolina and more recently as Associate Consultant in Health Education in the Camp Forrest District Health Department in Tennessee.

Last Year's Teachers Received Two Dollars Per Month Additional

In line with a resolution passed at a meeting held on November 10, 1943, which provided that any surplus in the school fund for the year be used to increase teachers' salaries, the State Board of Education at its June 8th meeting passed a resolution providing "that the 1943-44 maximum and minimum teachers' salary schedule be increased \$2 per school month for each bracket, effective July 1, 1943, and that this \$2 for each school month shall be paid immediately to all those teachers and building principals who have been paid in one administrative unit a minimum of six months during the 1943-44 school term."

1944 District Teachers Meetings

Announcement has been made of the district meetings to be held this year by the North Carolina Education Association. These meetings are as follows:

Northeastern District—Rocky Mount, October 10.
North Central District—Goldsboro, October 12.
Southeastern District—Fayetteville, October 17.
Northwestern District—Greensboro, October 19.
South Piedmont District—Statesville, October 24.
Western District—Asheville, October 26.

Subsequent to the passage of this resolution, the question as to its legality was raised by the Budget Bureau. However, the matter was cleared up by a ruling from the Attorney General and the original action of the Board was reaffirmed at its June 16th meeting.

"X-Ray Facts for Teachers" Distributed

By the time the schools open this fall every teacher in the public schools of North Carolina through the cooperation of the Department of Public Instruction and the superintendents of schools will have in their hands for their own information and for use with their pupils a pamphlet published by the National Tuberculosis Association entitled "X-Ray Facts for Teachers."

This pamphlet is being made available by the North Carolina Tuberculosis Association, one copy for each teacher being sent to the county and city superintendents of schools for distribution at the first teachers' meeting. The pamphlet is concerned with the timely subject of X-ray as a health safeguard in discovering early tuberculosis, and has for its theme the protection of health in peacetime a matter of plain common sense and in war a patriotic duty.

Tuberculosis continues to kill approximately 60,000 people annually in the United States with a cost well into the billions. During 1943 there were approximately 12,000 cases of tuberculosis in North Carolina with nearly 1,500 deaths resulting therefrom. No group can do more toward eradicating this disease than the teachers who through their daily contacts with pupils and others can stimulate interest in health and healthy living.

Andrews Supt. Issues Placard In Back-to-School Campaign

As a part of the nationwide effort to bring the schools to the attention of everyone and especially those who have left before completing their high school education, Superintendent I. B. Hudson of Andrews, Cherokee County, has issued a placard stressing the importance of education. This type of advertising is not generally practiced by schools, says Superintendent Hudson, but why not? The schools are an essential part of our democratic system, and any legitimate means of forcefully bringing them to the attention of our boys and girls, it seems to me, is proper.

This placard, printed on an 11x14 card, has the following words in large type:

SCHOOL OPENS SOON

An Education Will Remain
When High Wages Are Gone
The Next Generation Deserves a Chance
Ignorance Can Never Win the War
School Boys Are Winning the War
Excuses Never Educated Anybody
We Are All to Blame When Children
Grow Up in Ignorance
Your Child Deserves the Best—An
Education.

State Board Adopts Emergency Certificate Regulations at June Meeting

Because of the present emergency in the situation with reference to the availability of teachers, the State Board of Education at its June 16 meeting modified existing certificate regulations by the adoption of the following:

1. *Principal's Certificate.* Date after which master's degree will be one requirement for issuance of Principal's Certificate extended to July 1, 1946.

2. *Class A Certificate.* Date for in-service teachers to qualify for Class A Certificate without a degree extended to September 1, 1945.

3. *Certificates in Art, Music and Physical Education.* Teachers who are assigned all the work in a given school in the special subjects of art, music or physical education may devote as much as one third of their teaching time to other duties, without penalty in salary.

4. *Emergency Ratings.* The following emergency ratings were authorized:

(a) *Emergency A Rating.* This rating will be granted to a teacher who holds a master's degree, but who does not have the credit required for a regular Class A Certificate. The salary schedule of the Class A Certificate will apply in this case.

(b) *Emergency B Rating.* This rating will be granted to a teacher who holds no certificate but who has graduated from a standard two-year normal school or who has credit for 90 semester hours or more of standard college work. The regular salary schedule of the Class B Certificate applies in this case.

(c) *War Permit Rating.* This rating will be granted to a teacher who holds no certificate but who has credit for 60 semester hours and not more than 89 semester hours of standard college work. On the State salary schedule this has the rating of a Class C Certificate.

(d) *"Non-standard" Rating.* This rating will be granted to a teacher who holds no certificate and who has credit for less than 60 semester hours of standard college credit. The salary in this case will be that which is now classified "non-standard" on the State schedule.

Schools Collect Clothes for Russians

A total of 232,332 pounds of clothes were collected by the school children of the State during the first six months of the year, it is learned from Superintendent J. H. Rose, of the Greenville City Schools, who is State director of the campaign to collect clothes for the Russians. The ten Southern states collected a total of 1,770,903 pounds, Superintendent Rose stated.

"Any schools that have not held a clothes collection campaign or have a collection of clothes on hand are requested to send shipments in 100-pound lots to the Russian War Relief Warehouse, 401 Washington St., New York, and notify me," Superintendent stated. "The need is greater than ever in Russia."

State Board Buys 329 School Busses

The entire quota of 329 school busses allotted to North Carolina by the Office of Defense Transportation is now being purchased and sent to the State body manufactories where they are being equipped for delivery to the schools. According to C. C. Brown, Director of Transportation, it will be around the first of October before any school busses are ready for delivery.

There were 71,686 school busses having a capacity of 20 or more passengers in operation throughout the nation, Mr. Brown said. The War Production Board permitted the manufacture of 5,100. Of this number the North Carolina schools are permitted to purchase 329 as replacements.

The cost of school busses this year will be very much above that which was paid for busses in 1941, the last year any busses were purchased. Whereas the average cost of a completed equipped bus purchased that year was \$1,070, the cost of those being bought today average \$2,300, Mr. Brown further stated. Although the bus body costs have risen only 15 percent the manufacturer of the chassis has increased his prices 115 percent. Since these prices are set by the Washington authorities, there is nothing we in North Carolina can do about it, Mr. Brown stated. "We've got to have new busses, since many of those now in use are worn out and are dangerous to operate. It is, therefore, our opinion that new busses even though higher in cost, will be part insurance against accidents and the death of school children."

New Language Arts Bulletin Goes to Press

Another course of study bulletin, "Language Arts," has just been completed and sent to the press, but due to the paper situation it will be sometime next year before this publication is ready for distribution.

This new bulletin, prepared under the direction of Miss Hattie Parrott, associate in the Division of Instructional Service and chairman of the Language Arts Committee, includes courses of study from the first through the twelfth grades for the subjects of reading, writing, spelling and language, both oral and written.

According to State Superintendent Clyde A. Erwin, who prepared the fore-

word, "the various examples of practical and numerous suggestions presented in this publication are intended to assist the teacher in her efforts to improve all phases of the language program." Dr. J. Henry Highsmith, Director of the Division of Instructional Service, who wrote the preface, states that "it is the obligation of all concerned to do everything possible to promote effective teaching of these subjects in our schools."

When this publication comes from the press copies in sufficient quantity for one to each teacher will be sent to county and city superintendents. Others may purchase copies from the Division of Publications, State Department of Public Instruction, Raleigh, N. C.

Staff Notes

Miss Julia Wetherington, associate in the Division of Instructional Service, attended a six-weeks summer session at the University of Chicago, at which she worked in the elementary workshop taking courses in Child Development and Curricula Evaluation.

Mrs. Mary Peacock Douglas, State School Library Adviser, substituted as chief of the School and Children's Library Division of the American Library Association for a six-weeks period during June and July at Chicago. Her principal work was in connection with the preparation of a bulletin on national standards for school library service which is to be published by the Association early in 1945.

Drs. Hillman and Highsmith continued their regular duties as instructors in the Duke University summer session.

The following staff members took part in the Southern States Work Conference held in Daytona Beach, Fla., May 29-June 9, 1944: A. B. Combs, W. F. Credle, E. N. Peeler, and H. C. West.

Dr. H. Arnold Perry, associate in the Division of Instructional Service, spent a week during the summer at the Western Carolina Teachers College assisting in the workshop program on resource use education. He also visited the workshop on social studies at the Woman's College and participated in the institutes for social studies teachers at Chapel Hill.

Forms for 1944-45 Directory to Be Mailed Soon

Forms upon which information for the 1944-45 Educational Directory is requested are now being prepared and will be sent to county and city superintendents about October 1st. The superintendents will be asked to correct the information as to the total number of elementary and high school teachers for each school and the principal's name and address. Principals are requested to examine the list as to their school and if the information is not now correct to notify their superintendents. "It is hoped that the 1944-45 Directory will be up to date and correct in every particular," stated L. H. Jobe, who compiles this publication each year.

Pictures Wanted!

Do you have any pictures of school activities, which were made last year? Or will you make any this fall? If so, will you lend them to the Department of Public Instruction? The Department would like to have a number of such pictures, glossy prints, suitable for making cuts for the Biennial Report or perhaps for this publication. Please send what you have to L. H. Jobe, State Department of Public Instruction, Raleigh, N. C.

Supt. Erwin Made Chairman Southern Council of State Chief School Officers

State Superintendent Clyde A. Erwin was elected chairman of a newly organized group of the chief state school officers of the 16 Southern states at a meeting of such officials held in Chattanooga, Tenn., on August 9th. The organization, to be known as the Southern Council of Chief State School Officers, was formed at the close of a three-day conference, sponsored by the General Education Board, of education officials from the Southern states.

The purpose of the council is to work together "toward the solution of problems common to us all" with particular interest in Negro education, it was learned.

"At an early date," Superintendent Erwin states, "the new council hopes to have a conference with the Southern governors to discuss joint problems as related to education."

Superintendent Clyde Jones of Arkansas was elected vice-chairman, and Superintendent E. B. Norton of Alabama, secretary-treasurer.

Private Business Schools Hold Workshop During Early Summer

A workshop for teachers and operators of private business schools was held in early July at the Woman's College, Greensboro. This workshop, which was sponsored by the State Department of Public Instruction, attracted representatives of 27 of the State's 35 private business schools and a number from other states to total 55 registrations.

In addition to the number of prominent speakers who were heard, the program had reports from committees which were given assignments for specific study.

First project of its kind in the nation, this workshop conference was considered very successful, it was learned.

Board Votes to Equalize White and Negro Salaries

At its June 8th meeting the State Board of Education, upon recommendation of Governor Broughton, directed its Finance Committee "to work out a plan for removing the salary differential between white and colored teachers" for the year 1944-45.

This action by the Board is the final step in the plan begun several years ago in which the gap between payments to white and Negro teachers has gradually been reduced. North Carolina has made this adjustment without any court action and is the first state, where different salary schedules have been in effect, to equalize them. According to educational leaders, this is one of the best examples of race relations on record, and puts the "Tar Heel State" in the forefront in this respect.

Additional State Adopted Textbooks For Supplementary Use

ELEMENTARY

| <i>Grade</i> | <i>Title and Publisher</i> | <i>Retail Price</i> |
|---------------------------------------|---|---------------------|
| I. LANGUAGE ARTS | | |
| 1. Basal and Work Type Reading | | |
| 7 | Wings for Reading (Heath)..... | \$1.38 |
| | Core-Vocabulary Readers (Macmillan)— | |
| 1 | The Ranch Book..... | .65 |
| 1 | Rusty Wants a Dog..... | .69 |
| 2 | Smoky, The Crow..... | .79 |
| 3 | Planes for Bob and Andy..... | .96 |
| | The Alice and Jerry Books (Row)— | |
| 1 | The Wishing Well..... | .60 |
| 2 | Neighbors on the Hill..... | .73 |
| 3 | The Five-and-a-Half Club..... | .80 |
| 6 | On to Adventure (Sanborn)..... | 1.24 |
| | Basic Readers: Curriculum Foundation Series (Scott)— | |
| 4 | Times and Places..... | .97 |
| 5 | Days and Deeds..... | 1.04 |
| 6 | People and Progress..... | 1.04 |
| 4 | Today and Tomorrow (Winston)..... | 1.04 |
| 2. Literary | | |
| 8 | Bobbs-Merrill Readers, Book VIII (Bobbs)..... | .83 |
| | Literary Readers (Ginn)— | |
| 7 | Best-Liked Literature, Book One..... | 1.35 |
| 8 | Best-Liked Literature, Book Two..... | 1.38 |
| 8 | Treasury of Life and Literature, Volume Five (Scribners)..... | 1.14 |
| 8 | Reading and Literature: Book Two (World)..... | 1.35 |
| 3. Language | | |
| 8 | Expressing Ideas Clearly (Houghton)..... | 1.14 |
| II. SOCIAL STUDIES | | |
| 1. Geography and History | | |
| 5-7 | Our America (Allyn)..... | 1.28 |
| 5-7 | The Pacific: Its Lands and Peoples (American)..... | 1.16 |
| 5-7 | Trapper Days (American)..... | .83 |
| | Unified Social Studies Series (Follett)— | |
| 4 | Friends Near and Far..... | 1.19 |
| 7 | Our Southern Neighbors..... | 1.35 |
| | Geography (Ginn)— | |
| 3 | Neighborhood Stories..... | .80 |
| 4 | Visits in Other Lands..... | 1.07 |
| 5 | Our Country (Laidlaw)..... | 1.04 |
| 7 | Latin America: Twenty Friendly Nations (Macmillan)..... | 1.58 |
| 7 | Toward New Frontiers of Our Global World (Noble)..... | 1.30 |
| 7 | Our Good Neighbors in Latin America (Noble)..... | 1.10 |
| 5-6 | Canada My Neighbor (Scribners)..... | 1.21 |
| 2. Civics and Citizenship | | |
| 3-4 | Our Home and Our World (Beckley)..... | .96 |
| 8 | Our Careers as Citizens (Beckley)..... | 1.24 |
| 8 | Your Life in a Democracy (Lippincott)..... | 1.55 |
| 8 | You and Your Money (Lippincott)..... | 1.55 |
| | Social Studies: Curriculum Foundation Series (Scott)— | |
| 1 | Hello David..... | .72 |
| 2 | Susan's Neighbors at Work..... | .79 |
| 7 | Making the Goods We Need (Scott)..... | 1.38 |
| 8 | Marketing the Things We Use (Scott)..... | 1.38 |
| 4 | Our World and How We Use It (Scott)..... | 1.21 |
| 7-8 | Democratic Citizenship in Today's World (Scribners)..... | 1.38 |
| 8 | Give Me Liberty (Wheeler)..... | .97 |
| 7. Industries and Occupations | | |
| | Our Growing World (Heath)— | |
| 1-2 | Farm and City..... | .76 |
| 2-3 | Animals, Plants and Machines..... | .83 |
| 6-7 | Now We Fly (Winston)..... | 1.04 |
| | America at Work Series (World)— | |
| 7 | Machines for America..... | .69 |
| 8 | Power for America..... | .69 |
| 8 | Wings for America..... | .87 |

| | | |
|--|--|------|
| 8. <i>Home and Farm Family Living</i> | | |
| 8 | Everyday Living (Houghton)..... | 1.63 |
| III. SCIENCE | | |
| 8 | Our Environment: How We Adapt Ourselves To It (Allyn)..... | 1.38 |
| 7 | Science On the March, Book One (Houghton)..... | 1.21 |
| 8 | Science On the March, Book Two (Houghton)..... | 1.38 |
| 5-6 | Exploring Our World (Lippincott)..... | 1.10 |
| Additional Science Material | | |
| 7 | The Wonderworld of Science (Scribners)..... | 1.24 |
| IV. MUSIC | | |
| 7-8 | America's Musical Heritage (Laidlaw)..... | 1.31 |
| VI. NUMBER STORIES | | |
| 1 | Number Stories, Book I (Scott)..... | .62 |
| 2 | Number Stories, Book II (Scott)..... | .69 |
| VII. RECREATORY | | |
| 1 | Toby, The Little Lost Dog (American)..... | .37 |
| 1 | Chirp, A Little Clown in a Big Circus (American)..... | .53 |
| 1 | Jerry Goes Fishing (Beckley)..... | .56 |
| 4-5 | Walt Disney's Bambi (Heath)..... | .76 |
| 5 | Mickey Sees the U. S. A. (Heath)..... | .76 |
| The Henry Series (World)— | | |
| 1 | Henry and the Garden..... | .21 |
| 1 | Stories About Henry..... | .56 |
| 3 | Here and There With Henry..... | .87 |
| VIII. HEALTH AND SAFETY | | |
| Health of Our Nation (American)— | | |
| 1 | Well and Happy..... | .63 |
| 2 | Clean and Strong..... | .66 |
| 3 | Fit and Ready..... | .70 |
| 4 | Safe and Sound..... | .73 |
| 5 | Hale and Hearty..... | .76 |
| 6 | Active and Alert..... | .80 |
| 7 | Living and Doing..... | .83 |
| 8 | Training for Living..... | .86 |
| The American Health Series (Bobbs)— | | |
| 6 | Growing Healthfully, VI..... | .79 |
| 7 | Health Progress, VII..... | .90 |
| 8 | Modern Ways to Health, VIII..... | .90 |
| Health and Personal Development: Curriculum Foundation Series (Scott)— | | |
| 2 | Three Friends..... | .72 |
| HIGH SCHOOL | | |
| II. SOCIAL STUDIES | | |
| 5. <i>Citizenship and Contemporary Problems</i> | | |
| 9 | Building Citizenship (Allyn)..... | 1.55 |
| 12 | Today's Problems (Allyn)..... | 1.72 |
| 11 | How the World Lives and Works (American)..... | 1.42 |
| 9 | Citizenship (Ginn)..... | 1.56 |
| 12 | Our Democracy and Its Problems (Heath)..... | 1.69 |
| 9 | Calling All Citizens (Houghton)..... | 1.69 |
| 12 | Everyday Problems of American Democracy (Houghton)..... | 1.69 |
| 11-12 | Our Changing Government (Lippincott)..... | 1.55 |
| 12 | Consumer Training (Macmillan)..... | 2.34 |
| 12 | Democracy in America (Newson)..... | 1.67 |
| 9 | Towards a Better World (Scribners)..... | 1.55 |
| 6. <i>Geography and History</i> | | |
| 10-11 | Global Geography for High Schools (Allyn)..... | 1.69 |
| 11-12 | Economic Geography: Industries and Resources of the Commercial World (Ginn)..... | 1.83 |
| 11 | Latin America: Its History and Culture (Ginn)..... | 1.52 |
| 10-11 | Influence of Geography on Our Economic Life (Gregg)..... | 1.59 |
| 12 | Latin America and Hemisphere Solidarity (Heath)..... | 1.21 |
| 11 | Our Latin American Neighbors (Houghton)..... | 1.90 |
| 11 | Geography and Society (Lippincott)..... | 1.69 |
| 12 | Our Air-Age World (Macmillan)..... | 2.41 |
| 11 | The Other Americans (Scribners)..... | 2.07 |
| 11 | Our Neighbors Across the Pacific (Webster)..... | 1.63 |
| 11 | Americans Together (Webster)..... | .90 |
| 7. <i>Economics</i> | | |
| 9-12 | You and Your Money (Lippincott)..... | 1.55 |
| 12 | Using the Wealth of the World (Little)..... | 1.62 |
| XII. PRE-FLIGHT AERONAUTICS | | |
| 12 | The Airplane Power Plant (World)..... | 1.21 |

Moore County Teachers Take Examinations For Tuberculosis

In response to a recent letter to county and city superintendents from State Superintendent Clyde A. Erwin in which he cautioned them about the requirement of the law in regard to health certificates for teachers, Superintendent H. Lee Thomas of the Moore County Public Schools advised Superintendent Erwin "that all Moore County teachers, both white and colored, were given the fluoroscope test last year." In addition Superintendent Thomas stated, "All those who were suspicious (that is of having tuberculosis) were given the X-ray examination." "We plan to continue these examinations," he stated further.

In his letter to the superintendents, Superintendent Erwin called attention to the pamphlet on "X-ray Facts for Teachers" prepared by the National Tuberculosis Association and distributed free to superintendents of schools by the North Carolina State Tuberculosis Association.

"My concern and yours in this matter," Superintendent Erwin wrote, "is our interest in the welfare of boys and girls and of teachers. From the standpoint of the individual who has tuberculosis, it is naturally of the utmost importance that he or she know about it as soon as possible in order to get the best possible treatment. However, we are also concerned with protecting others from infected persons."

Awards for Children's Books

The Newbery Medal for 1943's most distinguished contribution to American literature for children was awarded to Esther Forbes for her story of colonial Boston, *Johnny Tremain*. Johnny Tremain lived long ago in Revolutionary Boston, but the story of his growth to manhood under the impact of a warring world is the story of many teen-age boys today.

Runners-up for the Newbery award were *These Happy Golden Years*, by Laura Ingalls Wilder, and *Fog Magic*, by Julia Saver.

The Caldecott Medal, awarded to the illustrator of the most distinguished juvenile picture book of 1943, went to Louis Slobodkin for his *Many Moons*. The text for *Many Moons*, which is the story of a small princess who wanted the moon, was written by James Thurber.

Runners-up for the Caldecott award were *Small Rain*, illustrated by Elizabeth Orton Jones and the Bible selections chosen by Jesse Orton Jones, and *The Good Luck Horse*, a Chinese folktale written and illustrated by Plato Chan, a teen-age Chinese boy.

The Young Readers' Choice Award for 1944, which is made annually by the Pacific Northwest Library Association for the book voted by the boys and girls in that area as being their "favorite" book during the year, was made to *The Black Stallion*, by Walter Farley. This outstanding horse story has been popular in this State also.

Teacherage Aids Hickory Retain Teachers

The Hickory city administrative unit provides its teachers with a modern, comfortably furnished and properly equipped teacherage which, according to Superintendent R. W. Carver, "has much to do with our small teacher turnover."

The teacherage at Hickory, Superintendent Carver states, was planned and built for the purpose for which it is being used at a cost of \$35,000. The teachers do not pay any rent. They employ their own servants and operate the establishment on a coöperative basis. As a result their living expenses are approximately half what they would have to pay under ordinary circumstances.

The entire management is left to the teachers and "certainly," says Superintendent Carver, "we would not know how to get along without the teacherage. There are no matrons, either. Our teachers are adults and do not need attendants."

Pitt and Carteret Employ Supervisors

Two county units, Pitt and Carteret, have employed supervisors of instruction for the current year. Including the six counties, Alamance, Davidson, Durham, Johnston, Mecklenburg and Northampton, which already have supervisors, this makes a total of eight county units that will have school officials employed in this capacity.

In Pitt County, Miss Reba A. Proctor, a graduate of East Carolina Teachers College, has been appointed supervisor. Miss Proctor taught in the Pitt County unit for several years. She has also had teaching experience in Edgecombe County.

Miss Grace Wilson has been employed as a "helping teacher" for Carteret County. Miss Wilson has had training from a number of institutions of higher learning, and holds degrees from Teachers College and Cornell. She has had a number of years of experience as teacher and supervisor in the State of New Jersey and last year she taught in Carteret, this State.

New Superintendents Are Elected

Since the 1943-44 Educational Directory was printed, a number of new superintendents have been elected. These new superintendents are as follows:

County Units

Beaufort—M. T. Lambeth, Washington.
Davie—C. C. Erwin, Mocksville.
Harnett—G. T. Proffitt, Lillington.
Mecklenburg—J. W. Wilson, Charlotte.
Scotland—J. J. Pence, Laurinburg.
Wayne—R. S. Proctor, Goldsboro.

City Units

Shelby—W. E. Abernethy.
Thomasville—G. H. Arnold.
Elizabeth City—J. G. McCracken.
Tryon-Saluda—L. K. Singley.

TAR HEEL HISTORY

William Peace and Peace Institute

By BETH CRABTREE, of the State Department of Archives and History

During the 1850's a general wave of enthusiasm and interest in the education of women swept over North Carolina, with the Presbyterians particularly prominent in the movement. In 1857 this denomination decided to establish an institution in Raleigh which would provide "not only the substantial branches of knowledge, but also those that are elegant and ornamental." Members of the church throughout the State contributed generously, but William Peace led the subscriptions with a gift of \$10,000; it was in his honor, therefore, that the new school was named Peace Institute.

William Peace, the son of John and Margaret Scott Peace, was born March 7, 1773, in Granville County. The Peace family were old inhabitants of that part of North Carolina, tracing their residence back to the early days before Granville County was formed from Edgecombe. In the last decade of the eighteenth century, William attended the University of North Carolina while his brother, Joseph, moved to the newly founded town of Raleigh. After several years at the University, William joined his brother and the two young men established a mercantile business on Fayetteville Street. This partnership continued until 1842, when Joseph died, leaving the younger brother as the sole owner of a well-established business.

By this time William Peace had become one of the leading citizens of the capital city, active in many phases of civic life. He was treasurer of the Raleigh Academy—an institution devoted to the education of the young men and women of Raleigh—and his interest in education was further displayed in his association as a director, with the society incorporated for the establishment of a school for the deaf and dumb. In 1813 he was appointed a member of the commission responsible for the erection of a new governor's palace. He was also a director of the State Bank for forty-five years, chief trustee of the Rex Hospital Fund, and a captain in the militia. The oldest inhabitant of Raleigh, he died on July 11, 1865, at the residence of Governor W. W. Holden.

Although Peace Institute was established in 1857 and a brick building constructed the following year, it was not until several years after the War Between the States that the school began to operate. During the war, the building was used as a Confederate hospital and in the years following was the seat of the Freedmen's Bureau. When the directors finally gained control of the property, it was in such a state of disrepair that they came near selling it to Rev. Dr. Tupper, president of Shaw.

Fortunately, friends of the institution contributed sufficient funds to provide for the necessary repairs. In 1872 the property was leased to Rev. Robert Burwell and his son, Captain John Burwell. Burwell had long been associated with the education of women, having established an academy in Hillsboro in 1837, which was later moved to Charlotte. Peace, under the Burwells, became a well-established institution, and it was among the first schools in the State to provide a course in home economics and in kindergarten training.

In 1875 Burwell retired and the school continued under the guidance of his son until 1889, when Captain Burwell sold his interest to James Dinwiddie. Dinwiddie was a graduate of Hampden-Sidney and the University of Virginia; he had been president of Sayre Female Institute in Kentucky, had taught at the University of Tennessee, and had founded the Central Female Institute at Gordonsville, Va. In 1907 President Dinwiddie, failing in health, decided to give up the school. He was anxious, however, that it remain under the control of the Presbyterian Church and accordingly sold it, at great personal sacrifice, to the Presbyterian Synod of North Carolina. Henry Jerome Stockard, poet and teacher, became the president under the new charter, serving until 1914. For a time Rev. W. M. White, pastor of the Raleigh Presbyterian Church, served as head of the school. George Junkin Ramsey was president until June, 1916, when Miss Mary Owen Graham of Charlotte was elected. In June, 1924, Miss May McClelland became dean and Mr. William C. Pressly became business manager. Dr. Pressly was elected president of Peace in 1926 and is still serving in that capacity.

Peace Institute has progressed steadily from its early days in the last century to the present: as one of the leading junior colleges and preparatory schools in the State, it has become a living memorial to William Peace, who so generously contributed to its establishment.

LAWS, RULINGS AND OPINIONS

Schools; Property; Right to Lease

In reply to inquiry: Receipt is acknowledged of your letter of April 24 enclosing letter from Superintendent _____ of the _____ County Schools, in which he raises the question as to the right of the Board of Education of _____ County to execute a long-term lease on a portion of the school property held by the Board of Education for the purpose of installing a potato curing plant.

On January 20, 1938, this office, in a letter to Hon. R. L. McMillan, attorney at law, of Raleigh, N. C., in discussing the right of school authorities to lease school property, used the following language:

"It is questionable in my mind whether the authority to sell property particularly restricted by the provision that it must be sold by auction would be held to include the power to lease it. I am inclined to think that it is the policy of the State to give to the Board of Education, or if that power be extended to the trustees of a special charter district, only the power to sell the property, and it is not the policy of the State to permit the continued holding and leasing of such property after its use for school purposes has been abandoned or discontinued.

"Neither the Board of Education nor a special charter district hold a beneficial interest in the school property, and there are not the same implications as to their power over property which might follow private ownership.

"In my opinion, in the absence of a statute providing that they may deal with the property in this way, that is, lease the same, they have no authority to do so. If we might imply the power to lease from the ownership of the property and loss by reason of its non-use, the power to sell also might have been thus implied, and yet the Legislature found it necessary to clothe the Board of Education with such power by statutory enactment."

On June 14, 1940, in a letter to you, the conclusion reached in the letter to Mr. McMillan was followed and in so doing, the following language was used:

"It also appears that there is no statute giving the County Board of Education the power to lease unused public school property. This office has previously expressed the opinion that the authority to sell property, restricted by the requirement that it must be sold by auction, would not include the right to lease it."

I do not feel that the office would be justified at this time in changing the conclusions reached in the two letters above referred to.—Attorney General, April 26, 1944.

Constitution; Debt Limitation; Emergency Caused by Burn- ing of School Building

In reply to inquiry: I have your letter of May 1, in which you write me as follows:

"Where a county has had a school building to burn at a complete loss, is it necessary under the Debt Limitation of the Constitution for the County Commissioners to call an election on the issuance of school bonds when the amount is more than two thirds of the amount by which the indebtedness was reduced during the preceding year? I would like to know if there is any way in an emergency of this kind for the county to borrow the money without a vote of the people."

The Constitution, Article V, Section 4, the debt limitation section, provides that it shall be applicable except where the debt is contracted to fund or refund a valid existing debt; to borrow in anticipation of the collection of taxes; to supply a casual deficit; to suppress riots and insurrections, or to repel invasions. For any purpose other than these enumerated, no debts can be contracted in excess of two thirds the amount by which the outstanding indebtedness of the particular county shall have been reduced during the next preceding fiscal year, unless the subject be submitted to a vote of the people of the particular county or municipality.

You will observe that no exception is made in the case of an emergency arising from the loss of a school building destroyed by fire.—Attorney General, May 2, 1944.

Schools; Teachers; Dismissal

In reply to inquiry: Receipt is acknowledged of your letter of April 24 enclosing letter from Superintendent _____ of the _____ County Schools, in which he raises the question as to whether the principal or local school authorities have the right to impose fines or other penalties on a teacher who is continually or habitually tardy in beginning her school work.

I am unable to find any provision in the school law which to my mind would authorize the principal or local school authorities to impose fines or other penalties on account of the failure of a teacher to properly perform her duties as provided in her contract of employment. It is my opinion that the only authority given the local school authorities would be suspension under the provisions of G. S. 115-117 or dismissal under the provisions of G. S. 115-143. In the case of the suspension or dismissal of a teacher it would be necessary that the procedure outlined in the above sections be strictly followed.—Attorney General, April 26, 1944.

School Laws; Board of Trustees of _____ City Schools Not Liable for Injuries to Student Sustained in Foot Ball Game.

In reply to inquiry: I acknowledge receipt of your letter in which you state that a student of the _____ City Schools was injured in a foot ball practice session, under the supervision of a regularly employed foot ball coach, and that the Board of Trustees has

been requested by the parents of the pupil to pay medical expenses in a sum of approximately \$75. You inquire as to whether or not the Board of Trustees of the _____ City Schools is liable for such medical expenses.

The Board of Trustees of your school is not liable for medical or other expenses caused by the injury of a student in a foot ball practice game, and I do not know of any statutory authority for the Board to pay such medical expenses.—Attorney General, May 15, 1944.

School Law; Teachers; Con- tracts; Resignations; What Notice Required When Date of Opening Postponed; Payment of Salaries.

In reply to inquiry: I acknowledge receipt of your letter in which you inquire, if the date for the opening of schools is postponed, if the teachers are required to file their resignations thirty days prior to the date fixed for the opening, or the date of the actual opening of the schools.

I have had several inquiries on this question, and I am enclosing herewith a copy of a letter which I have heretofore written, expressing my views on the question raised by you.

I have heard that in some instances the salaries of teachers will begin on the date originally fixed for the opening of the school, rather than on the date to which the opening has been postponed; in such event, I am of the opinion that, in so far as the teachers are concerned, the date of the opening of the school would be the date on which their salaries began, and not the date of the actual opening. In other words, if the original opening date of the school was fixed at September 1, and the teachers' salaries began on September 1, but the actual opening of the school was postponed until September 18, the teacher would have to resign thirty days before September 1.—Attorney General, August 18, 1944.

School Law; Teachers; Con- tracts; What Notice Required When Date of Opening Post- poned.

In reply to inquiry: I have your letter of August 9, 1944, in which you ask my opinion on the following facts:

"The _____ County Schools were scheduled to open August 31 and such announcement had been made through the local papers. However, due to the polio situation the State and local boards of health have recommended a delay in the opening of county schools until September 18. Does this delay give the teachers of the county an opportunity to resign within thirty days of the new opening date or are they bound by the contracts which they have signed?"

(Continued on page sixteen)

FROM THE PAST

5 Years Ago

(Public School Bulletin, September, 1939)

"Between four and five hundred persons, including about 125 superintendents, attended the annual conference of superintendents held July 26-28 at Ridgecrest.

"Eighteen new county and city superintendents went into office on July 1 of this year, 13 county and five city units.

"Mr. S. Marion Justice, for the past four years with the Rocky Mount city unit as teacher and coordinator of diversified occupations, has been added to the staff of the Division of Vocational Education as Supervisor of Occupational Information and Guidance.

"At the close of the school year 1938-1939, a little more than five hundred graduates, who were prepared to teach, were sent forth from four-year colleges for Negroes in North Carolina.

"Plans are now being made for an expanded State-aid program of adult education. The last Legislature increased the appropriation by \$10,000, making a total of \$60,000 for adult education for the 1939-41 biennium.

10 Years Ago

(Biennial Report, 1932-1934, State Superintendent of Public Instruction)

"Conditions are noticeably improved over what they were even three months ago when my predecessor, the late Dr. A. T. Allen, made his request of \$20,-200,000 to the Advisory Budget Commission as his estimate of the annual amount necessary to operate the eight-months public schools for each year of the ensuing biennium. Taking into consideration these improved economic conditions and the fact that I believe that our people desire that the salaries of those who have 'stood by the ship' during this depression be raised, and believing furthermore that the State is able to take this step, I am recommending that the annual State appropriation for the support of public schools for an eight-months term be \$22,000,000 for the ensuing biennium."

20 Years Ago

(Directory of the School Officials, 1924-25)

County Superintendents:

Bertie—H. W. Early
Burke—R. L. Patton
Clay—Allen J. Bell
Forsyth—T. H. Cash
Guilford—Thomas R. Foust
Henderson—R. G. Anders
Johnston—H. B. Marrow
Lenoir—E. E. Sams
*McDowell—N. F. Steppe
*Mitchell—Jason B. Deyton
Montgomery—J. S. Edwards
Nash—Linwood S. Inscoc
Orange—R. H. Clayton
Pasquotank—M. P. Jennings
Pender—T. T. Murphy
Randolph—T. F. Bulla
Richmond—L. J. Bell
Vance—E. M. Rollins
Warren—J. Edward Allen.

*Not continuous service.

(Continued from page fifteen)

G. S. 115-57 provides that the time of opening and closing the public schools in the several public school districts in the State, except in city administrative units, shall be fixed and determined by the County Board of Education in their respective counties. It appears from this section that the law does not fix any specific date for the opening and closing of public schools. Therefore, it cannot be said as a matter of law that the public schools open on any particular date.

G. S. 115-359 reads in part as follows:

"... Provided, further, that principals and teachers desiring to resign must give not less than thirty days' notice prior to opening of schools in which the teacher or principal is employed to the official head of the administrative unit in writing. . . ."

Under this provision, it would seem that a teacher has a right to resign upon the giving of thirty days' notice prior to the opening of school. In my opinion, this section contemplates that notice may be given thirty days prior to the actual opening of school and not thirty days prior to a date set for the opening of school. You will notice that the Legislature employed this phrase, "opening of school."

According to your letter, the school in _____ County will open September 18. It is my opinion that the thirty days' notice should be computed from this date.—Attorney General, August 10, 1944.

Poliomyelitis Delays Opening of Schools

Due to the poliomyelitis epidemic which began this summer in several western counties and which has spread over a good part of the State, the State Board of Education at a called meeting on August 17 voted to delay the opening of the public schools until on or after September 18. This action was taken by the Board after it heard Dr. Carl V. Reynolds, State Health Officer, state that an emergency situation has developed in the State with reference to this epidemic and that the State Board of Health recommended that the schools be closed until September 18.

In accordance with Section 115-311 of the General Statutes of North Carolina, the following regulations with reference to the present situation were passed:

1. No school shall open for the reception of children prior to September 18, 1944.

2. Two days may be taken for a teachers work-conference prior to the actual opening of the schools for the reception of children and the same shall be counted as a part of the first school month of twenty days.

3. Where two days of the first school month are taken for a teachers work-conference, the average daily attendance for said month shall be figured on the basis of 18 teaching days.

4. These regulations are not mandatory on orphanages or institutions where children are in residence and where teachers are allotted by the State.

FROM THE PRESS

Raleigh. Libraries in Raleigh's 16 public schools contain 36,939 books, with a total book circulation of 148,913, according to a report by Jesse O. Sanderson, Superintendent of Public Schools.

Winston-Salem. Superintendent John Watson Moore announced today (July 13) that plans have been made for installation of frequency modulation radio equipment in Winston-Salem's four high schools.

Winston-Salem. An allocation of \$60,-008 to operate the day nursery programs in Winston-Salem has been approved by the Federal Works Agency, it was announced in Washington today (August 3).

New Hanover. Federal and State boards of education bonuses, totaling \$30,596 have been paid to teachers that served in New Hanover schools last year, J. W. Grise, Assistant Superintendent of Education, announced recently.

Durham. A total of 260 children have been cared for during the summer at the Child Care Centers operated by the Emergency Child Care Association of Durham, formed for the purpose of offering supervised care for the children whose mothers are employed in essential industries.

Johnston. The Board of Education of Johnston County has been requested by one of the ministers of the county to consider making a rule that will permit teaching of courses in the Bible as an elective in the schools of the county.

Duplin. Approximately 75 superintendents of education and school principals were present last night (August 17) to hear A. B. Combs of the State Board of Education (Department of Public Instruction), discuss some phases of school organization this year in a dinner meeting at the S & W Cafeteria (Kenansville).

Lee. Prof. W. B. Wicker, who is principal of the Lee County Training School and in general charge of all the other colored schools in the county, is doing an outstanding job here in Lee County for Negro development and education.

Greensboro. Nearly all of the seven nursery schools in the local extension school service are currently filled to capacity, Miss Ruth Steelman, administrative supervisor, reported yesterday (August 29), urging that all parents who plan to enter children this fall make application prior to September 18.

Robeson. Rowland High School cannery has canned 11,200 cans of products from July 1 through August 24, according to C. E. Morrison, teacher of agriculture.

Charlotte. The city's four nursery schools will reopen for the fall sessions on Monday, September 18, contemporaneously with the reopening of the city's public schools, Supt. H. P. Harding announced yesterday (August 29).

C370.5

**NORTH CAROLINA
PUBLIC SCHOOL
BULLETIN**



254 SCHOOL-COMMUNITY CANNERIES ARE IN OPERATION IN THE STATE

JOEAN R. B. HOUSE
CHAPEL HILL, N. C.

In This Issue . . .

| | PAGE |
|--|------|
| State Superintendent's Letter | 2 |
| Editorial Comment | 3 |
| Cover Picture (box) | 3 |
| American Education Week to Be Observed November 5-11, 1944 | 4 |
| Geographic School Bulletins Resume Publica- tion October 2nd | 4 |
| Roosevelt Anniversary to Be Observed (box) | 4 |
| Policy in Distribution of Printed Material Stated | 4 |
| Public School Laws From General Statutes Printed | 4 |
| DE's Hold Conference at Woman's College | 4 |
| Girl Scout Booklet Available to Schools | 4 |
| Lumber May Be Purchased by Educational Institutions | 4 |
| Enrollment for Vocational Training for War Production Workers 20 Percent Women | 5 |
| Tax-supported Institutions May Buy Surplus Army Vehicles | 5 |
| Credle Advises Superintendents On State Building Code | 5 |
| Free Surplus Property to Schools Denied | 5 |
| English Teachers to Meet in Columbus, Ohio | 5 |
| Driver Education Developed at Tryon High School | 5 |
| "Social Security" a Subject for Classroom Study | 6 |
| Scholastic Awards for 1944-45 Announced | 6 |
| Schools May Participate in Lunch Program | 6 |
| Teacher Allotment Estimate Slightly Larger Than for 1943-44 | 6 |
| Superintendent Erwin Gives Factors for Non-school Attendance | 7 |
| Teachers' Salaries First Months Will Be Advanced | 7 |
| State Board Makes Change in Teacher Allot- ment Basis | 7 |
| Exhibit On Negro Life Available to Schools | 7 |
| State Standard Salary Schedule for Teachers, 1944-45 | 7 |
| State School Facts | 8-9 |
| Discussion Handbook Published | 10 |
| Buncombe County Plans Professional Projects | 10 |
| NYA Property Now Belongs to Schools | 11 |
| Andrews Becomes Captain in Medical Ad- ministrative Corps | 11 |
| Superintendents' Conference Held This Year at Duke University | 11 |
| "GI Bill of Rights" Education of Veterans | 11 |
| Wilkes County Issues Teachers' Handbook | 13 |
| Aviation Textbooks on Supplementary List | 13 |
| Two-day Work Conferences Were Successful | 13 |
| Mooresville Schools Made Progress Last Year | 13 |
| Hand-Wound Phonographs | 13 |
| Division of Distributive Education Promotes PX School at Camp Butner | 14 |
| "Symphony Notes" to Help Listeners Ap- preciate General Motors' Concerts on NBC | 14 |
| Tar Heel History | 15 |
| Laws, Rulings and Opinions | 15 |
| State School Board Association Adopts Resolutions | 15 |
| From the Past | 16 |
| New Slidefilms Available | 16 |
| Field Notes | 16 |
| From the Press | 16 |

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

STATE DEPARTMENT OF PUBLIC INSTRUCTION

Raleigh, North Carolina

CLYDE A. ERWIN, *State Superintendent of Public Instruction*L. H. JOBE, *Director, Division of Publications, Editor*Entered as second-class matter November 22, 1939, at the post office at Raleigh, N. C.,
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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

October 10, 1944.

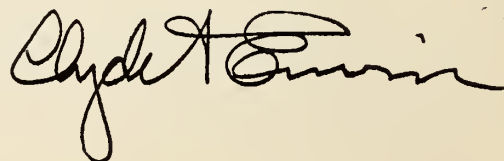
To Superintendents, Principals and Teachers:

The whole world expects the war in Europe to end in the very near future, perhaps before Christmas. When this conflict ends, the people of our State and nation, along with those of our allies, will be glad that our side has won. All peoples, even those in the enemy countries, will welcome peace. But we should not diminish our war efforts until the Pacific conflict is also ended and the entire world is at peace.

Victory is a time for celebration. But we must remember that victory has been paid for by the lives of many of our loved ones and by the destruction of billions of dollars worth of property. We must all do our best to prevent future conflicts of this kind to the end that peace will forever reign in the world. The schools have a responsibility in creating the right sort of attitudes in order to preserve what has been bought so dearly by the people of this generation. We must rededicate ourselves and our school program to the principles of democracy for which we are fighting.

When the European victory comes, thousands of thoughtless people will celebrate it inappropriately. I am suggesting, therefore, that you plan ahead for the celebration in your school and community. Plan, in so far as possible, to prevent a boisterous display marked by the wanton destruction of property. Let the event be characterized by a feeling of gratefulness that our country has been spared as much as it has, and that this part of the war has ended. A spirit of thankfulness should pervade the entire program.

Very truly yours,


State Superintendent of Public Instruction.

EDITORIAL COMMENT

The G. I. Bill

We are printing in this number for the information of the school people that part of the Public Law Numbered 2 of the 73rd Congress known as the "GI Bill of Rights." A committee from the staff of the Department of Public Instruction has been appointed by State Superintendent Erwin to advise with him as to what the Department is supposed to do in connection with the administration of this law in so far as it applies to North Carolina. Just as soon as this information is learned, it will be released to the press and also printed in this publication.

State Board of Education Amendment to Constitution

When the State Board of Education Amendment to the Constitution which was voted favorably at the last election was being discussed a great deal of opposition developed concerning certain parts of the proposed amendment. Even though this amendment did not satisfy all parties taking part in the discussion, it was finally agreed at the suggestion of Governor Broughton that support be given to the amendment as it was then written, but that the General Assembly of 1943 provide for a second amendment which would correct the defects of the amendment then proposed as pointed out by its opponents. Well, this was done, and the proposed amendment to be voted on next month is that "second" amendment. The September number of this publication gave a list of the changes that would take place in case the amendment passes. It seems to us that this proposed amendment takes care of all the objections raised by the opponents of the original amendment. If the amendment passes, and we believe it should, there is no doubt that the State Board of Education and the Department of Public Instruction could administer the schools more efficiently.

Year-'Round Schools

There is some talk of paying teachers on a twelve-month basis, the thought being that the annual salaries now in effect would simply be paid in twelve monthly installments instead of nine as the case is now. Some teachers, who advocate the twelve-month basis of payment, may have thought that they would receive twelve payments of the same amount as they now receive for one month, but this would not be true. The annual salary would simply be divided by twelve instead of nine and the payments made accordingly. And may we ask what would the teacher gain by this method of payment? Such a plan would simply increase the cost and difficulty of administration and the teacher would not gain a penny more. As a matter of fact such a plan would be an admission on the part of the teacher that she could not administer her own financial affairs.

Instead of such a schedule, therefore, let us have year-round schools first, with a proper vacation period of course,

in which the teachers will give year-'round service. By year-'round service we don't mean necessarily a year-'round type of instructional program as is now provided. There could be a summer program of recreational activities, physical education, or a work-school type of activity. The point is that teachers should be employed on a year-'round basis, paid every month, and expected to use her talents in the training of our youth, especially the many who are idle, during the months that the schools are not now in session.

Thoroughness in Fundamentals

As we circulate among the "common people" of the State, we hear frequent criticism among parents and others that the public schools are not giving thorough instruction in the fundamentals—reading, grammar, spelling, writing and arithmetic. When a college professor recently made the same criticism, we were inclined to believe that he was talking about an exceptional case, since many more students go to college now; and that perhaps the intellectual quality of first-year college students is below that of the average freshman years ago.

Well, maybe there is something to that; but even so, there is also a great deal of truth to the criticism leveled at the schools that instruction in fundamentals is not as thorough as it should be. Parents are saying this, and they should know.

Sometimes, through a misunderstanding of the purposes of a particular approach in the instructional procedure has, it is said that the schools have too much "play activity." And sometimes it is no doubt true that some teachers let the "means" overshadow the "end desired" in their teaching technique. We don't believe, however, that there would be any criticism of the method of instruction—whether progressive, old type, or what not—and there is a great deal of this too, if the results obtained were better.

It has also been said that the school people in advocating higher salaries for themselves have lost sight of the chil-

dren. Of course, everybody knows this is not true, that in advocating higher salaries these educators simply had in mind (1) that teachers qualified would be paid in keeping with their training and experience; (2) that the profession would be made to attract better talent, and (3) that as a result the children of the State would benefit in better instruction. Nevertheless the challenge has been made; teachers' salaries have been raised some, and a movement is on foot under the leadership of the State Superintendent of Public Instruction, the nominee for Governor for the Democratic party, and others, to raise salaries still further. When this has been done, the State is going to expect, and ought to, better instruction. The entire instructional program will have to be strengthened; more money calls for a better program. *Thoroughness* is one phase of instruction that the patrons of the schools would like to see tackled.

A Decade of Progress

The "State School Facts" section of this number points out some of the educational advances made in this State during the past ten years. This section is presented at this time for two reasons: (1) to show the remarkable progress that has been made in public education in North Carolina during these years, and (2) to give this information at the close of the period marking the tenth anniversary of the appointment of Clyde A. Erwin as State Superintendent of Public Instruction.

Of course, Superintendent Erwin would be the last person to claim that this decade of progress in public education as indicated was all due to his leadership, and ye writer does not wish to convey that impression either. The article itself, except for naming a period as "Broughton Administration" is purely nonpersonal. However, let it be said by ye editor, that the State Superintendent as the official and duly elected head of the education system has had an important part in the forces that brought about this important progress. It is a remarkable record, as all will agree, and many persons and agencies contributed to its being brought about. Let's all work together for the improvement of childhood opportunity during the second decade of the Erwin administration!

A Question Box?

The thought has come to us that there arise during the school term questions which you would like answered. Therefore, we have been wondering if this paper could help by providing you with the answers to your questions. If such is true and you have questions concerning the operation of the schools, any phase of it, for which you desire answers, please write them to the editor who will refer the questions to that member of the staff of the Department of Public Instruction under whose division the matter naturally belongs for an answer which will then be published in this publication as a new feature column, "The Question Box."

Cover Picture

The cover picture shows a group of farm women at work canning their family food supplies at the Ruffin School community cannery in Rockingham County. The latest methods in the production, conservation and processing of food for farm families are taught in regular adult short unit courses in connection with the school training program. More than 25,000 different farm families have used these canneries to conserve their family food supply during the next fiscal year. In addition to food conservation for family use, large quantities of foods have been canned for use in the school lunch rooms under the supervision of teachers of vocational agriculture and home economics.

American Education Week To Be Observed November 5-11, 1944

American Education Week, annually sponsored by the National Education Association, the American Legion, the U. S. Office of Education and the National Congress of Parents and Teachers, will be observed throughout the nation this year on November 5-11.

The purpose of American Education Week is to call the attention of the public once each year to the vital role of education in the life of our democracy, a statement issued by the National Education Association discloses. The first observance was celebrated in 1921.

The general theme of this year's observance is "Education for New Tasks." The day-by-day topics are as follows:

Sunday, Nov. 5—Building Worldwide Brotherhood.

Monday, Nov. 6—Winning the War.

Tuesday, Nov. 7—Improving Schools for Tomorrow.

Wednesday, Nov. 8—Developing an Enduring Peace.

Thursday, Nov. 9—Preparing for the New Technology.

Friday, Nov. 10—Educating All the People.

Saturday, Nov. 11—Bettering Community Life.

Materials to assist in the local observance of American Education Week may be purchased from the National Education Association, 1201 16th St., N.W., Washington 6, D. C.

Geographic School Bulletins Resume Publication October 2nd

The National Geographic Society announces the resumption of the Geographic School Bulletins for the 1944-45 school year on October 2.

This is a weekly illustrated periodical which nearly 35,000 school teachers, last year, depended upon for accurate, up-to-date material on places, peoples, industries, commodities and scientific developments of popular interest in the news.

The bulletins, each issue containing five brief factual articles and seven illustrations on maps, are published for 30 weeks of the school year. Their format is designed so that each article, with its illustrations and suggestions for further reading, is a complete unit which can be detached for separate filing, for bulletin board use or for distribution to students in the classroom. Upon payment of the requisite 25 cents to the National Geographic Society, Washington 6, D. C., any accredited teacher, librarian or advanced student in the United States or its possessions may receive 30 issues of the bulletins.

Roosevelt Anniversary To Be Observed

Friday, October 27, will be the 86th anniversary of the birth of Theodore Roosevelt. Schools desiring to hold special exercises on this occasion may secure a suggested program from the Woman's Roosevelt Memorial Association, Theodore Roosevelt House, 28 East 20th St., New York 3, N. Y.

Policy in Distribution of Printed Material Stated

It is the policy of the Department of Public Instruction in the distribution of its publications and other printed matter to send such material in quantity to the superintendents, who in turn distribute this material to the teachers and principals, it is stated by L. H. Jobe, Director of the Division of Publications for the Department. Teachers and principals are requested by Mr. Jobe to secure the various publications and supplies needed from their superintendents. In this way, he says, the quantity needed in any one administrative unit may be shipped or mailed at one time and thus save a large percent of carrying charges necessary in case individual mailings are made to each teacher and principal. Of course, Mr. Jobe stated further, if any teacher or principal wishes to own any of the publications that we print, she may purchase that publication by sending us the price of the publication wanted. In other words, we sell to teachers and principals certain materials that the superintendent might get without cost. In this way the increased per copy mailing costs of individual copies are absorbed.

Public School Laws From General Statutes Printed

The Public School Laws of North Carolina, a reprint of chapters 115 and 135 of the General Statutes of North Carolina, 1943, have been printed in pamphlet form by the State Superintendent of Public Instruction and distributed to county and city superintendents of schools. The superintendents may secure additional copies for distribution to their principals, if they desire them, and write to L. H. Jobe, Director of Publications for the Department of Public Instruction.

Chapter 115 of the law is that part of the General Statutes dealing with public education, not including the institutions of higher learning. Chapter 135 is the Teachers' and State Employees' Retirement Act. The reprint on these two chapters, entitled "Public School Laws of North Carolina," is from the same type of the General Statutes, including citations, cross references and editor's notes.

Since the supply printed is limited, it is suggested that each copy be carefully preserved as a valuable document. It will be difficult to secure additional copies.

D. E.'s Hold Conference At Woman's College

A conference of the State workers in distributive education was held at the Woman's College, Greensboro, August 30 to September 1. It was the purpose of this conference to acquaint those

workers with each other and to plan the program for the current year.

W. B. Logan, the new State Supervisor of Distributive Education, taking the place of A. S. Proctor who recently resigned to go with Sears, Roebuck, talked on "The Course of Study for the Coöperative Class." Other speakers at the first session led discussions on the following topics:

Joint Projects with Other Departments in the School—Mrs. Virginia Howell; Preemployment Work in the High School—Frances Sowell; and Promotion of the D. E. Program—Mrs. Pearle Foster.

At the remaining sessions various reports were made and discussions held about the problems surrounding the State and local programs of distributive education. Social events were provided for the evenings.

Girl Scout Booklet Available to Schools

"Girl Scouting and the Schools" is the title of a little booklet, which has recently been printed by the organization Girl Scouts, 155 East 44th St., New York, and which, as the name implies, is intended "to set forth the basis of coöperative relationships, to outline practical procedures for more effective coöperation, and to review reports of how the schools and Girl Scouts have worked together."

In addition to a preface the booklet contains chapters in Girl Scouting, How Girl Scouting Helps to Achieve School Objectives, How the Schools and the Girl Scouts Can Plan and Work Together, How the Schools and the Girl Scouts Have Worked Together, How Girl Scout Volunteer Workers Are Trained, and How a Girl Scout Troop Is Organized.

As long as the supply lasts free copies of the booklet may be obtained from the Community Relations Bureau, Girl Scouts, 155 East 44th St., New York 17, N. Y.

Lumber May Be Purchased By Educational Institutions

Educational institutions may purchase lumber for actual maintenance and repair work by the use of preference rating AA-2 in accordance with CMP Regulation 5A of the War Production Board, it is learned from John W. Fitz, Priorities District Manager, War Production Board, Raleigh.

"The method of extension of this rating, however, for the purchase of lumber," Mr. Fitz said in a recent letter to the Department of Public Instruction, "differs from that as stated in CMP Regulation 5A. Instead, the rating AA-2 in connection with these purchase orders should be extended by the use of the No. 1 certification as listed under paragraph (q) of Lumber Order L-335 of the War Production Board."

Under this certificate, Class I and Class II consumers must certify to the supplier that the lumber which he is buying does not exceed the amount he has been authorized by WPB to receive under Order L-335 and that its use is authorized. This procedure is required except in those cases where the overall purchases within a calendar quarter

equal or exceed the equivalent of 50,000 board feet of lumber. Consumers who desire the larger amount must first obtain special permission from WPB in accordance with CMP Regulation 5A on application form WPB-3640.

Enrollment for Vocational Training for War Production Workers 20 Per Cent Women

Women make up twenty percent of the persons taking employment and supplementary training courses under the Vocational Training for War Workers Production Program, which is sponsored by the Division of Vocational Education through the use of Federal funds under the National Defense Training Program, it is disclosed by a month-by-month tabulation of the enrollment in these classes from August, 1943, to July, 1944.

During this annual period the figures show that there was a total enrollment of 12,778 persons, an average of 1,065 a month, the range being from 769 in December, 1943, to 1,440 in April, 1944. Of this total enrollment 2,516 were women, 19.7 percent. The average number of women each month was 210, and the range was from 129 in September, 1943, to 334 in July, 1944.

The following table gives these figures:

Total Enrolled in Pre-employment and Supplementary Training for War Production Workers

| Month | Total Trained | Number Women | Per Ct. Women |
|-----------|---------------|--------------|---------------|
| August | 971 | 201 | 20.7 |
| September | 903 | 129 | 14.3 |
| October | 1,026 | 179 | 17.4 |
| November | 1,027 | 185 | 18.0 |
| December | 769 | 167 | 21.7 |
| January | 933 | 163 | 17.5 |
| February | 1,008 | 210 | 20.8 |
| March | 1,210 | 244 | 20.4 |
| April | 1,440 | 248 | 17.5 |
| May | 1,209 | 208 | 17.2 |
| June | 1,142 | 248 | 20.8 |
| July | 1,140 | 334 | 20.5 |
| TOTAL | 12,778 | 2,516 | 19.7 |

Tax-Supported Institutions May Buy Surplus Army Vehicles

Tax-supported institutions, including the public schools of North Carolina, have the opportunity to purchase 849 assorted vehicles from the Procurement Division of the Treasury Department, Raleigh, in accordance with an announcement recently sent out by W. Z. Betts, Director of the Division of Purchase and Contract.

These vehicles, which include passenger cars, motorcycles, trucks, station wagons, etc., are now located at Camp Butner, Fort Bragg, and Camp Davis. They have been used by the Army in this country for training purposes, but are no longer needed. Superintendents interested should write to Mr. John F. Gonella, District Property Officer, District Property Office, Treasury Department—Procurement Division, 316 East Lenoir Street, Raleigh, N. C.

Credle Advises Superintendents On State Building Code

In a letter recently sent to all county and city superintendents, W. F. Credle, Director of Schoolhouse Planning for the State Department of Public Instruction, quoted the law covering public works and cautioned them to "strictly adhere to our established policy of employing *only* architects, engineers and contractors *currently* and *actively* registered and licensed to practice their professions in North Carolina.

The law quoted by Mr. Credle is chapter 133, General Statutes of North Carolina, 1943, as follows:

1. "*Employment of architects, etc., on public works when interested in use of materials prohibited.* It shall be unlawful for any person, firm or corporation to employ on any city, county or state work, supported wholly or in part with public funds, any architect, engineer, designer or draftsman, who is in any way connected with the sale or promotion of or in the manufacture of any materials or items used in the construction of such works, or who is a stockholder, officer, partner or owner of any manufacturing concern, or of any sales organization, engaged in the manufacture or sale of such material, or items, which may be used in the construction of such works.

2. "*Drawing of plans by material furnisher prohibited.* It shall be unlawful for any architect, engineer, designer or draftsman, employed on county, state or city works, to employ or allow any manufacturer, his representatives or

agents, to write, plan, draw, or make specifications for such works or any part thereof.

3. "*Specifications to carry competitive items.* All architects, engineers, designers, or draftsmen, when designing or writing specifications for materials to be used in any city, county or state work, shall specify in their plans at least three items of equal design or their equivalent design, which would be acceptable upon such works. Where it is impossible to specify three items due to the fact that there are not that many items in competition, then as many items as are available shall be specified.

4. "*Violation of chapter made misdemeanor.* Any person, firm or corporation violating the provisions of this chapter shall be guilty of a misdemeanor and upon conviction, license to practice his profession in this state shall be withdrawn for a period of one year and he shall be subject to a fine of not more than five hundred dollars."

Free Surplus Property To Schools Denied

The conferences on the bill for the disposal of surplus war property eliminated the provision of the bill giving medical and educational supplies and equipment to states, municipalities and tax-supported and non-profit institutions, it is learned.

Instead they voted to give Federal agencies priorities in distribution of all such stocks to the fullest extent to which they require them "with surpluses beyond that open for sale or lease to non-Federal establishments showing greatest need for them."

"The agreement provides that the Surplus Property Board, in working out the sale or lease terms for medical and educational supplies and equipment shall consider the general public benefits which would accrue from their use by non-Federal institutions."

English Teachers to Meet In Columbus, Ohio

English teachers of the nation will gather in Columbus, Ohio, on November 23-25 for the 36th annual meeting of the National Council of Teachers of English. Session will be centered on the consideration of critical issues in the teaching of English, according to the council president, Angela M. Broening, of the Forest Park High School, Baltimore, Md.

The opening session on Thursday evening will be given over to a panel and forum based on responses to a letter recently circulated among the membership by the president. Highlights of the Friday morning general

session will be the president's address and a panel discussion on the implications of current national and international developments for the English curriculum. Nationally known authorities in the field of English will participate in this panel.

On Friday afternoon the convention will break up into a number of discussion groups for study of specific problems in English instruction including the following: articulation, intercultural and international relations, language communication, student use of newspapers and magazines dealing with controversial questions, radio and radio workshops, reading at the secondary and college levels, research, speech and drama, and supervisory problems.

Driver Education Developed At Tryon High School

Mr. S. H. Helton, of the Tryon High School in Bessemer City, in cooperation with students and teachers, developed an outstanding driver education course outline during the school year of 1943-44. The details of the outline, the bibliographical information, and suggestions for projects are all contained in a 14-page mimeographed pamphlet which was prepared in the school.

Mr. Ralph J. Andrews, State Victory Corps Coördinator, who has supervised driver education courses throughout the State, states that "driver education, as developed at Tryon High School, is evidence of the valuable potentialities in this phase of safety work. There is no doubt but that the group responsible for developing this fine material is achieving worthwhile progress in the learning process."

"Social Security" a Subject For Classroom Study

Social security is a subject which lends itself to classroom study; it is a topic which should, by all means, be explained to members of the senior class in high school and to those withdrawing from school before graduation. The Social Security Board, through its state and local agencies, have many helpful materials for teachers, and officials of this organization are glad to supply information—pamphlets, posters, film strips and motion pictures—and to answer questions about the various activities of its office.

Beginning with the social security account number card and with an explanation of how records are kept, benefits determined, who is entitled to them and when, the teacher can lead into the whys and wherefores of the following three programs of social security:

Unemployment Insurance—In this are involved causes of unemployment; workers' dependence upon factory wheels turning; poor relief, work relief and other measures used in the past to alleviate the effects of unemployment; changing attitudes towards the unemployed; application of the principle of insurance to unemployment; payments based on right rather than on need, building up of insurance fund to provide in advance against risk of unemployment; employment problems, etc.

Old-age and Survivors' Insurance—Increasing length of life span and reasons therefor; old-age problem in America; the family as unit in our society and foundation of our social structure; influence and values of home—the importance of emotional security; what society owes to children; the insurance principle; employer's responsibility to employee.

Public Assistance—Public assistance as another way of providing the right to security; changing attitude towards the needy; poor laws; objectives of welfare work; home as against institution; the family as a unit; delinquency; health problems; money as against food baskets; how much is *enough* to live on?

Scholastic Awards for 1944-45 Announced

The 1944-45 Scholastic Awards in Art, Literature and Music have been announced by Scholastic Magazines, sponsors of the project. These awards provide opportunity for high school students who have ability in any phase of art work, in writing or in the composing of music, to win honors and rewards for their achievements.

As in former years, the Art Division of the competition will culminate in a national art exhibition to be held in May, 1945, in the Fine Arts Galleries of Carnegie Institute in Pittsburgh. Prior to this exhibition, regional exhibitions of student work will be held in February or March, 1945, in 31 cities of the United States, located in all parts of the country. Entries of students living in areas where there will be such exhibitions must be submitted to the regions. Regional juries then select the pieces which are to go to Pittsburgh where the national jury of distinguished artists will select the prize-winners and other pieces to be hung in the Carnegie Institute Galleries. The national jury will also

award 56 scholarships to leading art schools of the nation which cooperate with Scholastic Art Awards. A total of \$5,060 in cash will be given as national prizes, and winners in the regional exhibitions will receive gold Achievement Keys and Certificates of Merit. There are 20 classifications in the Art Awards, offering possibilities in all fields of art instruction.

Scholastic Literary Awards will provide \$1,500 in war bonds and stamps to students who submit the best short stories, poetry, essays, humorous articles, historical articles, radio plays, current events, book reviews, biographical sketches, and literary articles. In connection with the Literary Awards, there is a Journalism Section, sponsored by Quill and Scroll, International Honorary Society for High School Journalists. All types of newspaper writing are included in this section.

Scholastic Music Awards, which is being carried on under the direct supervision of the Music Educators National Conference, will provide \$700 in prizes for students having creative ability in musical composition. Six classifications are set up for contestants, ranging from composition for solo voice or instrument, through ensemble composition for voices, to ensembles for as high as six instruments.

The deadline date for receiving entries in the Literary and Music Awards is March 15, 1945. All entries should be addressed to Scholastic Magazines, 220 East 42nd Street, New York 17, N. Y. The time for sending entries to

the Art Awards varies with the dates of the regional exhibitions and must be determined by consulting the regional rule books. Entries from areas where there are no regional exhibitions should be sent directly to Carnegie Museum Fine Arts Galleries, Pittsburgh, by March 25, 1945. Rule books will be sent by Scholastic Magazine, 220 East 42nd St., New York 17, N. Y., on request.

Teacher Allotment Estimate Slightly Larger Than For 1943-44

As a result of the four regulations pertaining to teacher allotments adopted by the State Board of Education at its August 31st meeting, Comptroller Paul Reid estimates that there will be 108 more State-allotted teachers for 1944-45 than there were allotted for 1943-44.

"These four regulations" (see elsewhere in this BULLETIN), Comptroller Reid states in a recent letter to the school superintendents, "will necessitate the allotment of 437 more teachers than the number allotted up to the time the State Board of Education approved these four regulations," making a total estimated allotment of 24,463 teachers and principals, including an estimated reserve of 125 teachers to be allotted for increased attendance after the opening of schools.

The number of teachers and principals allotted for these two years has been fewer than for any year prior to 1939-40, Mr. Reid stated. The records show that the following number of teachers and principals have been allotted and their salaries paid from State funds for recent years:

| | |
|---------------------------|--------|
| 1935-36 | 23,942 |
| 1936-37 | 23,768 |
| 1937-38 | 23,867 |
| 1938-39 | 24,176 |
| 1939-40 | 24,483 |
| 1940-41 | 24,569 |
| 1941-42 | 24,702 |
| 1942-43 | 24,770 |
| 1943-44 | 24,355 |
| 1944-45 (estimated) | 24,463 |

Schools May Participate In Lunch Program

In a recent letter addressed to school principals, Hilman Moody, District Representative of the War Food Administration, called attention to the fact that North Carolina had been allocated the sum of \$2,360,000 for use in the School Lunch Program for the current year and that "any school is eligible to apply for participation in this program if the lunch room is to be operated on a non-profit basis, if sanitary conditions meet the requirements of the State Board of Health, and if meals are offered to all children alike, regardless of their ability to pay." This letter has the official approval of Clyde A. Erwin, State Superintendent of Public Instruction.

"Meals are to be sold at reasonable cost to all children able to pay," Mr. Moody states. "Those not able to pay are to be served free meals and the number of free meals served is shown on the monthly claim for reimbursement. However, a cash reimbursement is made for all meals served whether sold or free."

In this letter, Mr. Moody stated the purpose of the School Lunch Program to be twofold: (1) It is designed to help give farmers a market for agri-

cultural commodities which may be in seasonal surplus from time to time, and (2) to provide that these commodities be made available for use in school lunch rooms, in so far as they will help provide balanced, nutritious meals. The use of these commodities also helps the schools to offer lunches at low cost. Last year, the average charge for all children who could pay was about ten cents per meal.

The program is administered jointly by the War Food Administration and the State Department of Public Instruction. Schools interested in participating in this program, if they have not already applied, should write to Mrs. Louine Moore, State Supervisor, Child Feeding Program, State Department of Public Instruction, Raleigh, N. C.

Superintendent Erwin Gives Factors For Non-School Attendance

In a recent letter to editors of State newspapers, Supt. Clyde A. Erwin gave a list of factors responsible for nonattendance upon the public schools and pointed out that this problem is one for the local community, the State, and the schools to work together on.

"Community approval," Superintendent Erwin stated, "and recognition of the value of education will do much toward selling the go-to-school program to the children toward whom it is directed. Local publicity, civic support of school and individual efforts of an audible nature will do much to help the schools in securing and retaining a greater number of children who should be in grade school or in high school."

The factors contributing to nonschool attendance, as listed by Superintendent Erwin, are as follows:

First, is the inadequacy of State compulsory school attendance laws.

Second, is irregular attendance which is one of the contributing factors to failure and the resultant loss of interest.

Third, is inadequate or ineffective local attendance departments. Trained personnel who make it their business to keep in touch with children living in the school district would help raise the attendance figure.

Fourth, are children confined to their homes by a physical handicap, or illness, but who could carry on some school work if school authorities had adequate personnel to give proper guidance and direction to their work.

Fifth, are children kept out of school, illegally, to work at certain seasons of the year.

Sixth, is the relaxation of parental supervision due, in many cases, to wartime conditions of one kind or another.

Teachers' Salaries First Months Will Be Advanced

Under a regulation adopted by the State Board of Education at its August 31st meeting the public school teachers will receive their first three months checks prior to the end of each of these school months. This action was taken on account of the delayed openings of the schools due to the polio epidemic, and because it was felt that many teachers would be in need of funds following the summer vacation in which they were unemployed on jobs paying cash.

The schedule of payments authorized by the Board is as follows:

1. Check for the first school month paid at the end of the first two weeks of school.

2. Check for the second month paid at the end of the first seven weeks of school.

3. Check for the third school month paid at the end of the first 12 weeks of school.

In effect this regulation steps up the payment of the first two checks regularly received by the teachers, the first check for two weeks and the second for one week; thereafter the checks due teachers will be paid at the end of the school month period of four weeks or twenty teaching days.



This month marks the tenth anniversary of the appointment of Clyde A. Erwin as State Superintendent of Public Instruction of North Carolina. Superintendent Erwin was appointed by Governor J. C. B. Ehringhaus on October 24, 1934, to fill out the unexpired term of the late A. T. Allen. He has been elected to this office for two four-year terms and is now the nominee of the Democratic party in the election that takes place next month.

State Board Makes Change in Teacher Allotment Basis

The State Board of Education at its August 31st meeting adopted the following regulation with reference to the allotment of teachers for the school year 1944-45:

"1. The elementary allotment shall be six teachers for the first 175 pupils in average daily attendance and one additional teacher for each 35 pupils thereafter.

2. All those high schools which have been allotted two high school teachers

for 1944-45 shall be allotted one additional high school teacher if average daily attendance for 1943-44 reached 45.

3. Any school losing as many as three teachers in 1944-45 under the allotment for 1943-44 shall have one teacher restored.

4. For the year 1944-45, all high school teacher allotments shall be restored to the 1943-44 level; provided, that in the case of union schools the allotment does not exceed the number allotted for 1943-44; and provided further, that such high schools have not already received aid by some other regulation adopted for 1944-45 by the State Board of Education or by a transfer that has been authorized by the Board."

Last year the basis for regulation 1 above was six teachers for the first 180 pupils in average daily attendance and one additional teacher for each 36 pupils thereafter. The basis for the allotment of high school teachers remains the same as it was last year, namely: Four teachers for the first 85 pupils in average daily attendance and one additional teacher for each 35 pupils thereafter. This new regulation tends to bring the basis for allotting elementary and high school teachers closer together, in that after the allotment of the first four teachers, which requires 105 pupils in average daily attendance for elementary schools and 85 for high schools, the additional teachers are allotted on the basis of one for each 35 pupils in average daily attendance.

Exhibit On Negro Life Available to Schools

A photographic exhibit, "The Negro in American Life," is being circulated by the Council Against Intolerance in America to schools, labor unions, civic organizations and libraries throughout the country. The exhibit consists of 24 large placards with eight to ten photographs on each placard. The first main group is concerned with the Negro's background and with his cultural contributions to America; the second group considers the Negro's intelligence and its purpose is to show that the Negro, when given opportunity and education is as intelligent as anyone else; the third group shows the Negro in our history and particularly with his patriotic record in fighting for democracy at home and abroad; the last group sums up the exhibit by asking the observer to think about what he has seen.

Information about the exhibit may be obtained from the Council Against Intolerance in America, 17 East 42nd St., New York, 17.

State Standard Salary Schedule for Teachers, 1944-45

| Type of Certificate | Experience in Years | | | | | | | | | | | |
|-------------------------------|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| H. S., Gram. Gr. and Primary: | | | | | | | | | | | | |
| Graduate..... | | | 116 | 120 | 124 | 130 | 135 | 138 | 141 | 144 | 147 | 152 |
| Class A..... | 98 | 102 | 105 | 108 | 112 | 116 | 120 | 124 | 130 | 135 | | |
| Class B..... | 84 | 88 | 91 | 95 | 98 | 102 | 106 | | | | | |
| Class C..... | 78 | 81 | 85 | 88 | 91 | 94 | | | | | | |
| Elementary A..... | 71 | 74 | 78 | 81 | 84 | | | | | | | |
| Elementary B..... | 62 | 66 | 70 | 74 | | | | | | | | |
| Non-standard..... | 58 | | | | | | | | | | | |

The above salary schedule was adopted by the State Board of Education at its August 3, 1944, meeting. This schedule applies to all teachers except vocational, both white and Negro.

STATE SCHOOL FACTS

A Decade of Progress

North Carolina has made remarkable progress in public education within the past ten years. The accompanying table shows some of the objective factors in this progress. The discussion which follows indicates the steps that have been taken since 1933-34, from the legislative point of view in order to reach the present, 1943-44, public school opportunity which has been provided for our boys and girls. Obviously, the story is not complete, with the simple recitation of the facts surrounding this legislative action. As every educator knows there is more to the story than this consummation, so to speak, of the advocacy of a proposed forward step in public education. However, for this review, the legislative action will suffice.

Legislature of 1933

In the first place, one should know something of the situation in 1933-34 in order to understand what has taken place since. That year represented a very low point in the educational history of the State. The 1931 General Assembly had provided for the support of the Constitutional six-months term on State standards of cost and made an appropriation of \$1,500,000 to be distributed as a tax reduction fund in those districts that had voted taxes for the support of the extended term.

The 1933 General Assembly made an appropriation of \$16,000,000 with which the schools were operated eight months in accordance with State standards. This action finally severed the connection between the distribution of State aid and the property valuation of the unit. The needs in each administrative unit are now measured uniformly by State standards and the funds are distributed on this basis.

The General Assembly of 1933 also

1939

The main problem confronting the General Assembly of 1939, as had been the case in preceding sessions, was that of increasing the funds for the operation of the eight-months school term. The figures finally written into the law for this purpose were: \$25,941,313 for 1939-40 and \$27,000,000 for 1940-41. For vocational education the appropriations from State funds were \$325,000 and \$350,000 for these respective years.

Provision was also made at this session of the General Assembly for voting taxes for a ninth month, a twelfth grade, or for additional vocational teachers, in districts having a school population of 1,000 or more.

THE BROUGHTON ADMINISTRATION

1941 Legislation

A review of the acts of the Legislature of 1941 as they relate to public education reveals the following outstanding accomplishments:

1. **The Establishment of a State Retirement System.** The passage of the act making provision for retirement of school employees and other State employees involves the additional expenditure of approximately \$1,200,000 from State funds. The establishment of this system results in longer tenure for teachers who have been trained for teaching, security in old age for those teachers who serve the State for long periods of time, and their retirement at an age when they no longer are fitted for classroom work.
2. **A Modified Continuing Contract.** Under the provisions of an amendment to the School Machinery Act, a teacher now employed in the public schools of the State remains under contract from year to year unless she

1943 School Legislation

The General Assembly of 1943 passed several laws that will have far-reaching effects upon the public schools and the future welfare of the State in general. These acts were as follows:

1. **The Nine-months School Term.** The law providing for the State support of a school term of nine months puts North Carolina on a par with the majority of states as to length of school term, and gives all the boys and girls of this State the opportunity of attending school for the same period of time formerly enjoyed only by those who lived in units which had voted special taxes for the support of the longer term. This law, therefore, equalizes the school term for all children, regardless of the wealth of the unit in which the child lives.
2. **Increased Appropriations.** Further increases were made in the State appropriations for public education. For each year of the biennium these appropriations were:

| | 1943-44 | 1944-45 |
|---------------------------|--------------|--------------|
| Support of public sch's | \$37,062,874 | \$36,203,704 |
| School buses | 650,000 | 650,000 |
| Vocational education | 919,055 | 850,119 |
| Industrial rehabilitation | 10,000 | 10,000 |
| Free textbooks | 200,000 | 200,000 |
| | \$38,841,929 | \$37,913,823 |

These appropriations included a "war bonus" for teachers and other school employees to January 1, 1945, when the General Assembly of 1945 will convene. The appropriations for the support of the schools also included an additional earmarked sum for the purpose of further decreasing the difference existing between salaries paid white and Negro instructional personnel.

3. **Constitutional Amendment.** Another act passed by the 1943 law-making body was that which provides for another amendment to the Constitution in order to further simplify the amendment voted in 1942 and which, if voted favorably, will meet

the constitutional mandate providing for one State Board of Education, and (d) amendments to the School Machinery Act as follows:

1. To permit the Governor to reduce the term to 170 days, "if in his opinion the revenues decrease to such an extent that such action would be justified."
2. To permit teaching on Saturday and legal holidays if the needs of agriculture or other conditions make it desirable.
3. To permit a district or administrative unit having a school population of 1,000 or more to vote taxes to operate the schools on a higher standard or to employ additional vocational teachers or both.
4. To permit the allotment of teachers "on the basis of the average daily attendance figures of the continuous six-months period of the preceding year during which continuous six-month period the average daily attendance was highest."
5. To permit high schools having four teachers or less during 1942-43 to be allotted not less than the same number shown the reduction in enrollment is to be temporary.
6. To extend the life of teachers' certificates to 1944.
7. To provide for the approval or disapproval of the governing authorities of the administrative unit in case a teacher is rejected.
8. To provide that the pay of substitute teachers shall "be not less than" three dollars a day, and
9. To provide for a study of "the question of consolidation of administrative units."

Summary

Thus it is seen that the public schools have made tremendous progress during this ten-year period from 1933-34 to 1943-44. The State has come a long way within a short time.

As the table shows, the amount of money expended for public education has more than doubled; the amount appropriated from the general fund of the State has also more than doubled; teachers' salaries have doubled and for this year all salaries.

...

...to the School Machinery Act, which provides that the State shall provide for the maintenance of the public schools. The law also provides that the teacher shall give notice of her acceptance of employment to the superintendent within ten days after the close of school.

3. Increase in Funds. The State appropriations for the operation of the eight-months school term were increased to \$28,158,324 for 1941-42 and \$29,454,233 for 1942-43. In addition to these appropriations, special appropriations of \$30,000 and \$200,000 annually were made for adult education and free textbooks, respectively.

4. Vocational Education. The State appropriations for vocational education during these two years were increased considerably—from \$350,000 annually to \$600,000 in 1941-42 and to \$710,000 in 1942-43.

5. Salary Increases. These increased State appropriations permitted several revisions in the State salary schedule, as follows:

A. A higher salary was provided for teachers holding Class A certificates and who had taught nine years.

B. Principals with five years experience were also granted an increase in salary.

C. A new rating schedule was established for teachers who have training beyond college graduation.

D. A portion of the appropriations for the operation of the schools was earmarked for reducing the difference between what was paid white and Negro teachers.

6. A Twelve-year Program of Instruction. Provision was made for the gradual change from an instructional program of eleven grades to a twelve-year plan. This law puts North Carolina among the majority of states in this respect. Of the remaining five states with eleven-year organization, two, South Carolina and Louisiana, have recently taken steps to provide twelve-year programs.

7. The General Assembly of 1941 also provided for an amendment to the Constitution for the consolidation of five State school agencies into one new State Board of Education. This amendment was voted favorably and the single Board is now in existence.

ery Act. The School Machinery Act was amended in a number of instances. Among these were the authority to teach on Saturday, the extension of the life of certificates to 1944, and the provision of \$3 per day as the minimum pay of a substitute teacher.

5. Retirement Law Amendments. The law providing for the retirement system was amended in several respects, the broadest of which was the conferring of authority upon the Board of Trustees to adopt rules and regulations to prevent injustices and inequalities which might otherwise arise in the administration of the act.

6. World War Orphans' Law Amended. The provisions of the law providing for free tuition, room, board, and other expenses in the State's educational institutions for five children of disabled veterans of World War I were extended to similar qualified children of the present war veterans.

7. Other Laws. Other laws passed at this session of the Legislature were: (a) the terms of office of textbook committees were reduced from five to one year and the remuneration of the members was set at \$5 per day plus actual expenses; (b) the biennial act appointing county boards of education; (c) the law implementing

Still, with all this progress, there is yet more to be done in order to make our system of public schools more effective and more efficient in the preparation of our boys and girls for happy and useful living and for making this a better North Carolina.

A DECADE OF PROGRESS IN PUBLIC EDUCATION IN NORTH CAROLINA

| | 1933-34 | 1943-44* |
|---|---------------|---------------|
| Total school expenditure, including debt service | \$ 24,948,131 | \$ 55,000,000 |
| Current operation costs..... | 18,296,364 | 44,000,000 |
| State support†..... | 16,172,643 | 38,831,929 |
| Local expenditure..... | 2,689,713 | 5,168,071 |
| Value of school property..... | 107,080,903 | 125,000,000 |
| Number of teachers and principals..... | 23,346 | 26,000 |
| Average annual salary of teachers..... | 560 | 1,120 |
| Average term in days..... | 159.3 | 179.0 |
| School enrollment..... | 895,525 | 875,000 |
| Average daily attendance..... | 756,768 | 776,000 |
| Percent enrollment in average daily attendance..... | 84.5 | 88.7 |
| Number of public high schools..... | 903 | 1,000 |
| Number of graduates..... | 20,000 | 30,000 |
| High school enrollment..... | 150,349 | 200,000 |
| Number of busses..... | 4,082 | 4,800 |
| Number of pupils transported..... | 236,170 | 335,000 |
| Number of schools offering agriculture..... | 207 | 450 |
| Number of schools offering home economics..... | 41 | 400 |

*Estimated. †Including vocational education and textbooks.

a nine-months term. Since very few units were successful in this respect, the law had the effect of setting up a uniform Statewide school term of eight months supported in the main by money appropriated from the General Fund of the State. In so doing many rural children were provided with a longer school term, and a number of children in city units were deprived of schools having a nine-months term. Another advantage of the uniform term was that pupils living without what were formerly special high school districts could now attend those schools without having to pay tuition.

1935 Legislation

The main school question before the 1935 General Assembly was that of securing adequate funds with which to operate the eight-months term. Legislative action finally resulted in appropriations of \$20,031,000 for 1935-36 and \$20,900,000 for 1936-37. In addition, slight increases in the appropriations for vocational education and other school purposes were made. This increase in the appropriations for public education permitted increases in teachers' salaries, 20 percent in 1935-36 and another 5 percent in 1936-37.

Another significant act of the Legislature of 1935 was the law which made provision for a State system of purchasing and renting textbooks.

1937

The General Assembly of 1937 raised the annual State appropriation for the support of the eight-months school term to \$24,396,367 for the year 1937-38 and to \$24,986,160 for 1938-39. With this increase the salaries of teachers, principals and superintendents were raised another 10 percent.

In addition to this increase in the regular State appropriation, an increase was also made for vocational education for the purpose of matching Federal funds in the expansion of the instructional program in this field.

The other most significant act pertaining to the public schools passed at this session of the Legislature was that providing for free basal textbooks for grades 1-7.

Teacher of Agriculture Lauded by State F. F. A. Winner in Speaking Contest

The State winner, James Brown of Rich Square, in the Future Farmers of America Public Speaking Contest held in Raleigh last June lauded the work of the teacher of vocational agriculture. These teachers, young Brown said, are directing a five-pronged attack toward problems of machinery, labor, feed and economic security, each of which is capable of neutralizing menaces to food production: (1) All-day, (2) Part-time, (3) Evening classes, (4) F.F.A., and (5) War effort activities.

"To summarize the work of a teacher of agriculture in his all-day classes and supervised practice program, allow me to use the terminology of a Kansas farm boy in *Agricultural Education Magazine*. The all-night vigil at farrowing time is his sentry duty; the tractor he guides along contour rows is his tank; sown seeds are ocean mines; the farm machinery he repairs will convert shops into ground crew work; agricultural information he gives is his own intelligence work; and fellow-teachers are his allies in a common cause. He regards every dead pig, every missing hill of corn, every smutted wheat head, every scrub animal, every cull hen, and every bit of wasted material and effort as being of aid and comfort to the enemy.

"The teacher of agriculture is 'on the march' in a second phase, the 'part-time class,' in which he teaches young men, ages 18-25, how to establish themselves in the business of farming, and gives them advice about buying, financing, and managing.

"An opportunity to help his 'all-day' students further aid in the war effort comes in F.F.A. work. The teacher is adviser to the local chapter, and shows himself really efficient in inspiring boys to higher goals than they would otherwise seek. Future Farmers of America have collected 209,454,544 pounds of scrap material and bought \$4,889,406.48 worth of bonds in addition to repairing 205,127 farm machines. Such a record is worthy of commendation not only for the boys, but for the teacher who instructs and inspires them for the job they are doing.

"A final part of the teacher's work comes through war effort activities, perhaps the most direct and effective means he has of fighting on the home front. Since 1942, this phase has largely embraced the 'Evening Class' as Rural War Production Training is the dominating theme. This work is an outgrowth of the O.S.Y.A., established by Congress in 1940, and constant expansion has developed the course we know today. Yes, this program has really flourished since its installation, and now training classes are being held in 9,000 centers in 2,325 of the 3,070 counties in the United States under the direction of local vocational agriculture teachers, 70,000 courses are being taught with an enrollment of 945,000."

Discussion Handbook Published

Widening the scope of its activities, the Junior Town Meeting League, "an international organization to foster discussion of current affairs among youth in the United States and Canada," has published a new handbook available to its members and others.

Officers of the League are Allen Y. King, directing supervisor of social studies, Cleveland public schools, president of the League; W. Linwood Chase, professor of education, Boston University, vice president; and Byron B. Williams, former national moderator, secretary-treasurer.

The handbook, titled "Make Youth Discussion Conscious!" is intended for members of the League but is available to others while the supply lasts. Edited by Tyler and King, it gives detailed suggestions for adapting radio forum techniques to discussions by youth—with four nationally broadcast discussion programs as examples.

It lists the services of the League as follows:

1. A weekly bulletin, *Civic Training*, which outlines the League's "topic of the week."
2. Makes available the services of its national moderator to conduct demonstration discussions in high school assemblies, whether League members or not.
3. Maintains an advisory service to schools, youth groups, or radio stations which wish to set up forum discussions.

4. Conducts an annual national conference on youth discussion techniques in cooperation with the Institute for Education by Radio.

5. Assists organizations in training discussion leaders for school or other youth groups.

Buncombe County Plans Professional Projects

In addition to the regularly scheduled series of five professional meetings which Buncombe County ordinarily holds during the course of a school year, additional plans are being made for several professional projects, it is learned.

The physical setup for a teachers' library has been arranged for and professional bulletins of various types have been ordered. Specific responsibilities for study, evaluation, and presentation of these materials have been developed by teacher and administrator groups. Much interest is being shown by the teachers and administrators.

A project in research, initiation, and development of worthwhile hobbies is also being promoted. Materials and suggestions of value are being collected with a view to their use in more intelligently and effectively approaching the goal of a good hobby for every person.

Mr. T. C. Roberson, in an early meeting of principals, led a discussion on procedures best adapted to the efficient opening of school, the plans for constructive work of professional in-service study, and other problems of importance to the schools of Buncombe County.



The above picture shows Miss Mary Jones being aided in sealing some of her family home food supply by W. E. Fleming, Principal of the Fuquay Springs High School, Wake County, and Randolph Benton, County Superintendent. The Wake County Board of Education, through Mr. Benton, County Superintendent of Schools, has given enthusiastic support to the food conservation program as evidenced by the fact that the county, in cooperation with the local school community, has provided modern and specially constructed cannery buildings in eight of the Wake County rural high schools.



The above picture, reading left to right, shows J. Q. Holliday, instructor in the Food Production War Training Program, Mrs. E. N. Modlin, Anne Modlin, Mr. Modlin, and V. B. Hairr, teacher of vocational agriculture, canning peas in the Jamesville community cannery, Martin County. Mr. and Mrs. Modlin have canned over 575 quarts of fruits, vegetables, and meats at the school cannery for their next year's family food supply.

NYA Property Now Belongs to Schools

Any personal property formerly belonging to the National Youth Administration and loaned to any public school, school system, or institution of higher learning within any state under the provisions of Public Law 140 (enacted by Congress), shall vest in, be, and become property of such school, school system, or institution of higher education in which such property is located.

Buried deep in the appropriations bill for the Federal Security Agency (passed late in June), this clause donates to the schools millions of dollars worth of NYA equipment. Previously, this material was held on loan by schools; theoretically subject to recall by the Procurement Division of the Treasury. Now, schools have outright title to all they have used which formerly belonged to the defunct NYA.

Andrews Becomes Capt. in Medical Administrative Corps

Ralph J. Andrews, Coordinator of the High School Victory Corps in the Division of Instructional Service, has accepted a commission as captain in the Medical Administrative Corps. Captain Andrews reported October 10 to Washington and Lee University, Lexington, Va., for a training course of four weeks, after which he will be assigned to the Lawson General Hospital, Atlanta, Ga., where he will be in charge of the Physical Reconditioning Program for returned veterans.

Captain Andrews expressed deep ap-

preciation for the professional help and cooperation which the school people of North Carolina have given to the program of wartime education and safety which has been his responsibility. He indicated that he is fully aware of the fact that the intelligent interest and cooperation of North Carolina State Department of Public Instruction officials and of public school administrators and teachers has made this war work pleasant to him, and has caused it to be effective in achieving the wartime goals.

Superintendents' Conference Held This Year at Duke University

After a lapse of three years time the annual conference of school superintendents, sponsored by the Department of Public Instruction, was resumed this summer with the meeting being held at Duke University, Durham, on July 11-13. The fifth annual conference was held at Nags Head July 31-August 2, 1941.

The conference this year was well attended, considering the war situation, but the majority of the approximately 150 superintendents came to the conference by bus or in a "pool car." The highlights of the conference were addresses by the Hon. A. L. M. Wiggins, President of the American Bankers Association, and by Hon. Harold D. Cooley, Representative in Congress from the Fourth District of North Carolina. The superintendents were guests of Duke University at a banquet given Wednesday evening.

"GI Bill of Rights" Education of Veterans

Sec. 400. (a) subsection (f) of section 1, title I, Public Law Numbered 2, Seventy-third Congress, added by the Act of March 24, 1943 (Public Law Numbered 16, Seventy-eighth Congress), is hereby amended to read as follows:

"(f) Any person who served in the active military or naval forces on or after September 16, 1940, and prior to the termination of hostilities in the present war, shall be entitled to vocational rehabilitation subject to the provisions and limitations of Veterans Regulation Numbered 1 (a), as amended, part VII, or to education or training subject to the provisions and limitations of part VIII."

(b) Veterans Regulation Numbered 1 (a) is hereby amended by adding a new part VIII as follows:

"PART VIII

"1. Any person who served in the active military or naval service on or after September 16, 1940, and prior to the termination of the present war, and who shall have been discharged or released therefrom under conditions other than dishonorable, and whose education or training was impeded, delayed, interrupted, or interfered with by reason of his entrance into the service, or who desires a refresher or retraining course, and who either shall have served ninety days or more, exclusive of any period he was assigned for a course of education or training under the Army specialized training program or the Navy college training program, which course was a continuation of his civilian course and was pursued to completion, or as a cadet or midshipman at one of the service academies, or shall have been discharged or released from active service by reason of an actual service-incurred injury or disability, shall be eligible for and entitled to receive education or training under this part: *Provided*, That such course shall be initiated not later than two years after either the date of his discharge or the termination of the present war, whichever is the later: *Provided further*, That no such education or training shall be afforded beyond seven years after the termination of the present war: *And provided further*, That any such person who was not over 25 years of age at the time he entered the service shall be deemed to have had his education or training impeded, delayed, interrupted, or interfered with.

"2. Any such eligible person shall be entitled to education or training, or a refresher or retraining course, at an approved educational or training institution, for a period of one year (or the equivalent thereof in continuous part-time study), or for such lesser time as may be required for the course of instruction chosen by him. Upon satisfactory completion of such course of education or training, according to the regularly prescribed standards and practices of the institutions, except a refresher or retraining course, such person shall be entitled to an additional period or periods of education or training, not to exceed the time such person

was in the active service on or after September 16, 1940, and before the termination of the war, exclusive of any period he was assigned for a course of education or training under the Army specialized training program or the Navy college training program, which course was a continuation of his civilian course and was pursued to completion, or as a cadet or midshipman at one of the service academies, but in no event shall the total period of education or training exceed four years: *Provided*, That his work continues to be satisfactory throughout the period, according to the regularly prescribed standards and practices of the institution: *Provided, however*, That wherever the additional period of instruction ends during a quarter or semester and after a major part of such quarter or semester has expired, such period of instruction shall be extended to the termination of such unexpired quarter or semester.

"3. Such person shall be eligible for and entitled to such course of education or training as he may elect, and at any approved educational or training institution at which he chooses to enroll, whether or not located in the state in which he resides, which will accept or retain him as a student or trainee in any field or branch of knowledge which such institution finds him qualified to undertake or pursue: *Provided*, That, for reasons satisfactory to the Administrator, he may change a course of instruction: *And provided further*, That any such course of education or training may be discontinued at any time, if it is found by the Administrator that according to the regularly prescribed standards and practices of the institution, the conduct or progress of such person is unsatisfactory.

"4. From time to time the Administrator shall secure from the appropriate agency of each state a list of the educational and training institutions (including industrial establishments), within such jurisdiction, which are qualified and equipped to furnish education or training (including apprenticeship and refresher or retraining training), which institutions, together with such additional ones as may be recognized and approved by the Administrator, shall be deemed qualified and approved to furnish education or training to such persons as shall enroll under this part: *Provided*, That wherever there are established state apprenticeship agencies expressly charged by state laws to administer apprentice training, whenever possible, the Administrator shall utilize such existing facilities and services in training on the job when such training is of one year's duration or more.

"5. The Administrator shall pay to the educational or training institution, for each person enrolled in full-time or part-time course of education or training, the customary cost of tuition, and such laboratory, library, health, infirmary, and other similar fees as are customarily charged, and may pay for books, supplies, equipment, and other necessary expenses, exclusive of board, lodging, other living expenses, and travel, as are generally required for the successful pursuit and completion

of the course by other students in the institution: *Provided*, That in no event shall such payments, with respect to any person, exceed \$500 for an ordinary school year: *Provided further*, That no payments shall be made to institutions, business or other establishments furnishing apprentice training on the job: *And provided further*, That if any such institution has no established tuition fee, or if its established tuition fee shall be found by the Administrator to be inadequate compensation for furnishing such education or training, he is authorized to provide for the payment, with respect to any such person, of such fair and reasonable compensation as will not exceed \$500 for an ordinary school year.

"6. While enrolled in and pursuing a course under this part, such person, upon application to the Administrator, shall be paid a subsistence allowance of \$50 per month, if without a dependent or dependents, or \$75 per month, if he has a dependent or dependents, including regular holidays and leave not exceeding thirty days in a calendar year. Such person attending a course on a part-time basis, and such person receiving compensation for productive labor performed as part of their apprentice or other training on the job at institutions, business or other establishments, shall be entitled to receive such lesser sums, if any, as subsistence or dependency allowances, as may be determined by the Administrator: *Provided*, That any such person eligible under this part, and within the limitations thereof, may pursue such full-time or part-time course or courses as he may elect, without subsistence allowance.

"7. Any such person eligible for the benefits of this part, who is also eligible for the benefit of part VII, may elect which benefit he desires: *Provided*, That, in the event of such election, subsistence allowance hereunder shall not exceed the amount of additional pension payable for training under said part VII.

"8. No department, agency, or officer of the United States, in carrying out the provisions of this part shall exercise any supervision or control, whatsoever, over any state educational agency, or state apprenticeship agency, or any educational or training institution: *Provided*, That nothing in this section shall be deemed to prevent any department, agency, or officer of the United States from exercising any supervision or control which such department, agency, or officer is authorized, by existing provisions of law, to exercise over any Federal educational or training institution, or to prevent the furnishing of education or training under this part in any institution over which supervision or control is exercised by such other department, agency, or officer under authority of existing provisions of law.

"9. The Administrator of Veterans' Affairs is authorized and empowered to administer this title, and in so far as he deems practicable, shall utilize existing facilities and services of Federal and state departments and agencies on the basis of mutual agreements with them. Consistent with and subject to

the provisions and limitations set forth in this title, the Administrator shall, from time to time, prescribe and promulgate such rules and regulations as may be necessary to carry out its purposes and provisions.

"10. The Administrator may arrange for educational and vocational guidance to persons eligible for education and training under this part. At such intervals as he deems necessary, he shall make available information respecting the need for general education and for trained personnel in the various crafts, trades, and professions: *Provided*, That facilities of other Federal agencies collecting such information shall be utilized to the extent he deems practicable.

"11. As used in this part, the term 'educational or training institutions' shall include all public or private elementary, secondary, and other schools furnishing education for adults, business schools and colleges, scientific and technical institutions, colleges, vocational schools, junior colleges, teachers' colleges, normal schools, professional schools, universities, and other educational institutions, and shall also include business or other establishments providing apprentice or other training on the job, including those under the supervision of an approved college or university or any state department of education, or any state apprenticeship agency or state board of vocational education, or any state apprenticeship council or the Federal Apprentice Training Service established in accordance with Public Law, Numbered 308, Seventy-fifth Congress, or any agency in the executive branch of the Federal Government authorized under other laws to supervise such training."

Sec. 401. Section 3, Public Law Numbered 16, Seventy-eighth Congress, is hereby amended to read as follows:

"Sec. 3. The appropriation for the Veterans' Administration, 'Salaries and expenses, medical and hospital, and compensation and pensions,' shall be available for necessary expenses under part VII, as amended, or part VIII of Veterans Regulation Numbered 1 (a), and there is hereby authorized to be appropriated such additional amount or amounts as may be necessary to accomplish the purposes thereof. Such expenses may include, subject to regulations issued by the Administrator and in addition to medical care, treatment, hospitalization, and prosthesis, otherwise authorized, such care, treatment, and supplies as may be necessary to accomplish the purposes of part VII, as amended, or part VIII of Veterans Regulation Numbered 1 (a)."

Sec. 402. Public Law Numbered 16, Seventy-eighth Congress, is hereby amended by adding thereto a new section 4 to read as follows:

"Sec. 4. Any books, supplies, or equipment furnished a trainee or student under part VII or part VIII of Veterans Regulation Numbered 1 (a) shall be deemed released to him: *Provided*, That if he fail, because of fault on his part to complete the course of training or education afforded thereunder, he may be required, in the discretion of the Administrator, to return any or all of such books, supplies, or equipment not

actually expended or to repay the reasonable value thereof."

Sec. 403, Paragraph 1, part VII, Veterans Regulation Numbered 1 (a) (Public Law Numbered 16, Seventy-eighth Congress), is hereby amended by inserting after the word "time" the

words "on or" and deleting the date "December 6, 1941," and substituting therefor the date "September 16, 1940."

Wilkes County Issues Teachers' Handbook

A 27-page mimeographed "Teachers' Handbook" has been issued by the Wilkes County Schools. "This handbook," according to the "Acknowledgement," "is an outgrowth of conferences held during the summer by the teachers and principals working with Supt. C. B. Eller, Mrs. Gussie D. Parker (principal of the Clinton, Sampson County, Elementary School) and Miss Hattie Parrott, of the State Department of Public Instruction."

The bulletin contains discussions or outlines on the following topics: Calendar for the Year, Professional Meetings, Daily Schedule, The Classroom, Unit Teaching, Handwriting, Health and Physical Education, Maximum Use of Instructional Supplies, State Bulletins, Promotions, School Attendance, and Regulations.

No attempt was made to consider all the problems that may be faced in the schools, it was stated. "The topics presented grew from the needs perceived by the teachers and principals who participated in the summer conferences."

Aviation Textbooks On Supplementary List

The State Board of Education has adopted a number of textbooks which may be used in high schools desiring to offer courses in Pre-flight Aeronautics, it is learned. A number of schools, among which are Elizabeth City, Morven, Belmont and Wilmington, offered courses of this kind last year and there were perhaps 2,000 or more boys enrolled.

The books adopted for use in this course, together with the name of the publisher, are the following:

Mathematics of Air and Marine Navigation (American).

Flight Training for the Army and Navy (Dutton).

Before You Fly: Essentials of Aeronautics (Holt).

Aviation from Shop to Sky (Lippincott).

Elements of Pre-flight Aeronautics for High Schools (Macmillan).

Science of Pre-flight Aeronautics for High Schools (Macmillan).

Elements of Aeronautics (World).

Elementary Aviation (Heath).

Before You Fly (Holt).

Effects of Flight (McGraw).

Elementary Meteorology (McGraw).

Operation of Aircraft Engines (McGraw).

Physics Manual for Pilots (McGraw).

Principles of Flying (McGraw).

The Airplane Power Plant (World).

Two-Day Work Conferences Were Successful

The two-day Teachers' Work conferences which were held throughout the State prior to the opening of schools on September 18 were decidedly successful, in the opinion of Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the Department of Public Instruction. "Results," he stated, "warrant consideration of similar conferences in the future as a regular part of the State's program for the improvement of instruction."

Mooresville Schools Made Progress Last Year

The report of E. C. Cunningham, superintendent of the Mooresville city unit, indicates that much progress was made in the schools during the past year. Some of these evidences of progress were the following: At the high school vocational home economics was added, the food laboratory was remodeled, heating units were installed in the gymnasium and auditorium, the acoustics of the auditorium were improved, storage space was provided for athletic and school supplies, a lunch room was built and equipped, an intercommunication and public address system was installed, and new courses were offered in physics, pre-aviation, geography, mathematics, physical education and economics.

At the elementary schools, grounds were leveled and drained, sidewalks were repaired and new ones made, windows were weatherstripped, supplies were properly stored, window curtains were added, shrubbery was planted, and many other improvements—all with the view of conserving the school property and adding to the beauty of the school surroundings.

Students, teachers, and the P.T.A. cooperated in these several improvements. In addition the students and teachers in all schools participated in many patriotic and charitable undertakings. They purchased \$100,000 in bonds and stamps, collected tons of scrap material, sent several thousand pounds of clothing to the Russian War Relief Agency, and contributed \$464.85 to the U.S.O., \$123.48 to the Crippled Children's Fund, and \$1,452.83 to the Red Cross.

Hand-Wound Phonographs

Schools desiring hand-wound phonographs for use in their music appreciation classes or for other classroom purposes may secure a small machine of this kind from the Phono Distributing Company, 10 East 40th Street, New York, at \$14.95 each.

These phonographs are from a lot of several thousand originally intended for the Army forces in North Africa, but which have been repurchased and offered for sale. They are 14½x11x6½ inches, weight 8½ pounds, covered in simulated leather, complete with Thorens Swiss motor, throw-back tone arm, quality reproducer and scientifically constructed tone chamber. They reproduce commercial recordings faithfully but are not entirely practical for home recordings.

"In many city and county administrative units the conferences were well planned and proved to be very helpful and stimulating. Definite plans were made for the year's work. Workshop groups were organized. In Nash County, for example, nine groups were planned; in Bertie County, five groups. In many other administrative units all necessary arrangements were made for professional meetings for the year. Evidence of good planning was found in the more than fifty city and county administrative units in which members of the Division of Instructional Service participated in conferences."

Prior to the time the conferences were held, Dr. Highsmith sent a letter to each superintendent in which he made certain suggestions as to topics to be discussed during the conferences. Some of these topics were: Pupil Progress (records, reports, promotion, school organization, health education, infantile paralysis, sanitation); Language Arts; How to Study; and Cooperation with P.T.A. and Other Agencies.

The following suggestions as to the provisions for workshop activities for the in-service training of teachers during the year were made:

1. ELEMENTARY SCHOOL

- (a) *Arithmetic*. Study the content of arithmetic in sixth, seventh and eighth grades.
- (b) *Industrial Arts*. To be carried on in agriculture workshops or in schools.
- (c) *Art*. Actual experience in using various art materials.
- (d) *Physical Education*. Learning rhythms, plays and games.
- (e) *Music*. Learning songs teachers will need in their classes.
- (f) *Science*. Particularly laboratory techniques.
- (g) *Testing*. Practice in using standardized tests.
- (h) *Writing*. Improvement of teacher's own handwriting.
- (i) *Library*. How to make the library function in the instructional program.
- (j) *North Carolina*. Geography, history, social and economic aspects.
- (k) *Children's Literature*. Reading and studying an abundance of poems and prose.
- (l) Auditory and visual aids.
- (m) Other subjects — selected in terms of teachers' interests and needs.

2. HIGH SCHOOL

- (a) Subject interests.
- (b) *Evaluative Criteria*. What is a good high school?
- (c) Community Health Service project.

Division of Distributive Education Promotes PX School at Camp Butner

Approximately 300 employees of the Army Exchange Service at Camp Butner have enrolled in a new Post Operations School, which is being promoted by the Distributive Education Department of the Division of Vocational Education of the State Department of Public Instruction under the sponsorship of the Fourth Service Command.

The instruction is being given to three different groups of employees. Supervisors, managers, and assistants are enrolled in the course on "How to Supervise Employees." This course stresses the relationship between a supervisor's ability to work with people and the effective work on the part of the employees. Nearly 75 persons in this capacity will enroll in the ten-hour course which includes such units of work as the induction of the new employees, follow-up interview, handling annoyances and grievances and building up employee self esteem.

Sales personnel are offered a course covering ten units of instruction. Among these units are the history and purpose of the PX, job attitudes, need and opportunity of morale building, cash register operations, and accountability and inventory procedure.

This training program is under the direction of Maj. D. C. Byck, exchange officer, Capt. C. E. Fulmer, assistant officer, and J. D. Hince, exchange manager. Instructors are W. G. Slattery, of the State Department of Public Instruction, and Dorothy Talley Boone, Coordinator of Distributive Education in Charlotte.

"Symphony Notes," to Help Listeners Appreciate Gen'l Motors' Concerts on NBC

Music lovers who listen regularly to the "General Motors Symphony of the Air" (NBC, Sunday, 5-6 p.m., EWT) will benefit by advance schedules and program notes on the NBC Symphony Orchestra under Conductors Arturo Toscanini, Frank Black, Eugene Ormandy and Malcolm Sargent. They will be contained in *Symphony Notes*, a new publication available free of charge.

The first issue, dated October 1, is just off the press and has been mailed to a nationwide list of music educators and leaders of community music club activities. In addition to advance program listings and detailed program notes, the four-page paper contains news and feature material on conductors, soloists and program personnel.

Aims of the publication are set forth in an editorial which, in part, states: "Symphony Notes is designed to increase listening pleasure to the program through a closer acquaintanceship with the many facets which combine to make up each Sunday's concert.

Requests for the free publication should be addressed to *Symphony Notes*, 32nd Floor, International Building, Rockefeller Center, New York 20, N. Y.

TAR HEEL HISTORY

The Smedeses and St. Mary's

By BETH CRABTREE, of the State Department of Archives and History

In May, 1942, St. Mary's preparatory school and junior college held its centennial celebration. St. Mary's was one of the first institutions in the State founded for the instruction of young women, and as the leader in this field it became the pattern for other such schools of the kind.

Some eighteen years before St. Mary's came into existence, the Episcopal Church had sponsored a boys' school under the general supervision of Bishop John Stark Ravenscroft. This school continued, with several successive principals, until 1840 when it was discontinued and the property and buildings were sold to Judge Duncan Cameron. The Church, nevertheless, did not abandon its interest in sustaining a school in Raleigh, but it did change its plan to embrace an institution for girls rather than a school for boys. With this in mind, Bishop Levi Silliman Ives, while traveling in New York, suggested to Rev. Aldert Smedes that he come to Raleigh and open a school for young women. Smedes consented and two months later followed the bishop to Raleigh.

Aldert Smedes, the son of Abraham Kiersted Smedes and Eliza Sebor Isaacs Smedes, was born in New York City, April 20, 1810. He entered Columbia University at thirteen to begin his formal education but the family soon moved to Kentucky and young Aldert transferred his studies to Transylvania University. After receiving a degree in law at Transylvania, he entered the General Theological Seminary of the Protestant Episcopal Church in New York and was ordained a deacon in 1831. His first charge was as an assistant to Rev. Thomas Lyell, rector of Christ Church in New York City. A few years later he was appointed rector of St. George's in Schnectady, New York, but his pastorate there was interrupted by the development of a bronchial ailment. Upon the advice of his physician, he secured a leave of absence and took an eighteen-month tour of Europe, but as this treatment did not arrest the disease he resigned from the ministry and opened a girls' school in New York. It was in the winter of 1841-42 that Bishop Ives made his suggestion and that Smedes came South.

In Raleigh, Smedes rented Ravenscroft Grove, the property purchased by Judge Cameron, and on May 12, 1842, St. Mary's, "a school for young ladies," was opened. His object in conducting the school is clearly outlined: "There is a significance in its name. It is not an Institute, nor a Hall, nor a College. It is simply a school for discipline, for training, for good, honest, hard work." In following this objective, St. Mary's trained the young women of North Carolina and other states to live useful and happy lives. The Civil War and its consequent ills sorely taxed the school, but Smedes had made it a financial success and he freely contributed thousands of dollars to its upkeep. After thirty-five years of living and working at St. Mary's, Aldert Smedes relinquished his position at its head the day before his death on April 25, 1877. His son, Bennett Smedes, faithfully followed in his father's footsteps.

During the administrations of the Smedes, father and son, St. Mary's was consistently expanding: the original two buildings were increased to six; the student body came to number some 197 girls, representing nine states; and the school was divided into three departments—primary, preparatory, and academic. In 1896 Bennett Smedes requested that the Diocesan Convention take over St. Mary's and in March of the following year the school was incorporated by the Legislature and the property was purchased from Judge Cameron's heirs. Smedes was appointed rector but he served only a short time in that capacity; he died in February, 1899.

Today St. Mary's is the largest Episcopal preparatory and high school in the United States, with nearly every state east of the Mississippi and some foreign countries represented in its student body. The contribution of Aldert Smedes in the establishment and growth of the school has been adequately expressed by Bishop Joseph Blount Cheshire: "St. Mary's in its foundation and first work is but the expression of the life and character of its founder, Rev. Aldert Smedes."

LAWS, RULINGS AND OPINIONS

Authority of County Board of Education to Employ Part-time Teachers on Part-time Salaries.

In reply to inquiry: On August 18 I wrote you that I had referred your letter of the 15th to Hon. Paul Reid, Comptroller of the State Board of Education, and Dr. Erwin, State Superintendent of Public Instruction, for their consideration.

In your letter you inquired as to whether or not the County Board of Education of County has authority to employ part-time teachers on a part-time salary basis in the public schools of the county, stating that you were inclined to believe that it does have such authority by virtue of Section 12 of the School Machinery Act of 1943. You quoted that portion of the section reading:

"And all contracts with teachers and principals shall be made locally by the county board of education and/or the governing authorities of the city administrative units, giving due consideration to the peculiar conditions surrounding each employment, and competency and experience of the teacher or principal, the amount and character of work to be done, and any and all other considerations which might enter into the contract of employment."

I think that this section must be construed in connection with Sections 7 and 8 of the School Machinery Act. Section 7 provides that "all principals and teachers shall enter into a written contract upon forms to be furnished by the State Superintendent of Public Instruction before becoming eligible to receive any payment from State funds." It thus appears that the contract referred to in Section 12 must be one prepared by the State Superintendent of Public Instruction, therefore, necessarily containing such provisions as the State Superintendent of Public Instruction may prescribe. It therefore follows that it is a matter for the proper State school authorities to determine whether or not they will permit the type of contract suggested by you.

Section 8 provides that the State Board of Education shall determine for each administrative unit the number of elementary and high school teachers to be included in the State budget, again indicating that State school authorities have authority to refuse to permit the employment of part-time teachers.

I am, therefore, of the opinion that the County Board of Education of your county may not enter into contracts with part-time teachers upon a part-time pay basis unless such contracts are approved by the State Superintendent of Public Instruction; and while there is some doubt in my mind as to his authority to permit such contracts, I am not now specifically passing upon that point.

In arriving at this conclusion, I am taking into consideration the administrative interpretation of the Act and

the impracticable if not almost impossible problems such contracts will create. For instance, more than one person would be under contract for the same position, thus raising the question as to which of said persons would be covered by the Teachers' and State Employees' Retirement Act. Again, one of such teachers might hold a certificate of one grade, while the other held one of a lower grade.

The opinion herein expressed relates solely to teachers paid from State funds and has no bearing upon teachers who are paid entirely from local or other funds. — Attorney General, August 2, 1944.

Instructional and Janitorial Supplies; Fuel; Transportation Supplies; Ownership.

In reply to inquiry: Receipt is acknowledged of your letter, in which you raise the question as to the ownership of instructional and janitorial supplies, fuel and transportation supplies as between the State Board of Education and county and city administrative units.

It is my opinion that under the provisions of the School Machinery Act of 1939, as now written, the ownership of fuel and instructional and janitorial supplies is vested in the county or city administrative unit at the time of their delivery to such unit.

It is further my opinion that the county or city administrative unit in which ownership is vested should insure this property against loss by fire.

The School Machinery Act, as now written, is not entirely clear as to the ownership of these particular items and it might be advisable to have the next General Assembly clarify the matter to such an extent as to eliminate any question as to ownership.

When we come to consideration of the question of ownership of supplies purchased and used in connection with the transportation system of a particular county or city administrative unit, a different picture is presented. Under the provisions of Section 24 of the School Machinery Act, the control and management of all facilities for the transportation of public school children is vested in the State of North Carolina, under the direction and supervision of the State Board of Education, which has authority to promulgate rules and regulations governing the organization, maintenance and operation of these facilities.

Although county and city administrative units, under certain circumstances, are required to furnish the funds with which to purchase additional buses, title to all the buses is taken and maintained in the name of the State of North Carolina and the State is required to purchase all school buses used as replacements or old buses which were operated by the State during the school year 1940-41.

(Continued on next page)

State School Board Ass'n Adopts Resolutions

The following resolutions were adopted by the North Carolina School Board Association at its annual meeting held at Chapel Hill, September 23, 1944:

1. The association pledges its support to a program providing substantial salary increases for school employees. It is requested that the present bonus plan which expires in January, 1945, be made a part of the basic salary schedule and that additional increases above this be provided in terms of the State's ability to pay and the necessity of meeting higher standards of teaching efficiency. Along with this salary increase provisions for sick leave and general improvement of working conditions is urged.

2. The association pledges full support for the proposed constitutional amendment which would modify the State Board of Education to provide a smaller board selected on the basis of newly established educational districts and the removal of the present classification limitations to membership and for the elimination of the controller as an appointed constitutional officer. This amendment is the compromise proposal agreed upon two years ago before the present amendment was adopted.

3. The association recognizes the vital necessity of providing a more adequate health and physical efficiency program in the schools. It, therefore, pledges support to the program of physical examination of all school children with corrective follow-up and financial assistance in all cases where it is needed. The schools must participate more effectively in building physically fit men and women.

4. The association urges wise expansion of vocational opportunities for the normal school population with particular emphasis upon the needs of returning soldiers. This will require an increase in physical facilities and funds for instruction.

5. Emphasis must be placed upon the improvement in the quality of instruction. The School Board Association pledges full cooperation to the profession in plans to make teaching more effective.

6. The association renews its indorsement of and requests the establishment of an effective program for the administration of a compulsory attendance law which will increase the age limit from fourteen years to sixteen years and provide other safeguards against ineffective procedures and loss in educational efficiency.

7. The association urges officials of local units of administration to promote programs of supplementation of the minimum State support by providing additional funds for enlarged and enriched school activities.

8. The immediate problem of further consolidation for white students and a large program of consolidation for Negro students places great responsibility upon State authorities to secure maximum results through consolidation. The association urges careful scientific study

(Continued on next page)

FROM THE PAST

5 Years Ago

(N. C. Public School Bulletin, September, 1939)

Six white, one Indian, and seven Negro public high schools have been added to the accredited list as of July 1, 1939, it was recently announced by the Division of Instructional Service, the official rating division of the Department.

Mr. H. Arnold Perry, Associate in the Division of Instructional Service, has been granted a leave of absence for a year of graduate study at Teachers College, Columbia University.

Mr. T. Carl Brown, who for the past eight years has had varied experience as teacher, coordinator of diversified occupations, Educational Adviser in the C.C.C., and selling in the retail and specialty fields, has been added to the Division of Vocational Education as Supervisor of Distributive Education.

A committee was appointed recently by the State Superintendent of Public Instruction to make a thorough study of the pupil accounting system, and draw up a tentative cumulative record form for Statewide use.

40 Years Ago

(Elementary Course of Study—Letter of the State Superintendent)

A recent inquiry concerning the course of study and the classification of pupils in the public schools of the State revealed such a great lack of uniformity in those important matters of school organization that I was convinced of the necessity of a uniform, suggestive course of study for the elementary public schools.

I desire to acknowledge by indebtedness to Mr. E. C. Brooks and Mr. C. L. Coon, of the State Department of Public Education, by whom the details of the work of preparing this course of study were done. My relation to the work has necessarily been largely advisory.

50 Years Ago

(Biennial Report of the State Superintendent of Public Instruction, 1892-3 and 1893-4, Made to General Assembly, 1895)

In the discharge of this duty (of recommending improvement in the school law) I make the following recommendations:

First. I recommend the levy of more taxes direct by the Legislature for the support of the free public schools.

Second. I recommend that (the law) be amended in such a way as will make it easier to have an election in each township, city or town on the question of local taxes for schools, and—further that (it) be amended in such a way as to increase the rate of local taxes for schools.

Third. I recommend that the Legislature supply this need (a Teachers Institute in each county each year) by an appropriation sufficient to meet it.

Fourth. I recommend that the school system in other respects be left intact as it now exists.

If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal souls, we engrave something which will brighten all eternity.

—DANIEL WEBSTER.

Laws, Rulings and Opinions

(Continued from preceding page)

Although it might be difficult under ordinary circumstances to distinguish between the ownership of fuel and instructional and janitorial supplies, and supplies used in connection with the operation of the transportation of school children, it is my view that the General Assembly in setting up the school transportation system, intended that its ownership, management and control should be and remain in the State of North Carolina and should be operated by the State Board of Education. It is, therefore, my opinion that the ownership of transportation supplies is vested in the State and not in the county or city administrative units.

Again let me emphasize that the School Machinery Act, as now written, is not entirely clear on this question and I would recommend that you take steps to have the General Assembly clarify the Act as to the ownership of this particular type of property.—Attorney General, August 2, 1944.

New Slidefilms Available

A new kit-set of 22 discussional type teaching and training slidefilms, "Instructional Program of Safe Practices in Woodworking," for training, review and test, is now available through the Jam Handy Organization, 2900 East Grand Blvd., Detroit 11, Mich. There are 14 subjects to aid instruction in safely using woodworking tools and machinery, and eight subjects on basic safety shop practices. The kit-set comprises a total of 1,128 individual pictures, special photographs, drawings, charts and pictorial exhibits. Each subject concludes with a series of review and test questions, designed to fix visual patterns for each topic in the learner's mind.

Field Notes

Rowan County schools will make a special study of reading during the session 1944-45. This is a continuation of the professional study undertaken last year in the same field.

Special classes in Driver Education begun in the second half of the session 1943-44 proved popular with the high schools of the State. One outcome of the courses was the training of school bus drivers. Indications are that there will be more classes in Driver Education during the present session than were in operation last year.

State School Board Association Adopts Resolution

(Continued from preceding page)

of this problem of consolidation and new building to the end that all factors involved in the situation may be considered.

9. The association pledges its full cooperation to all agencies interested in the development of education. It pledges its service to all State officials.

FROM THE PRESS

Robeson. A. B. Combs, of Raleigh, Assistant Director of the Division of Instructional Service of the State Department of Public Instruction, addressed a meeting of the principals of white schools in Robeson County called by Supt. C. L. Green in the Joe P. Moore School auditorium in Lumberton Wednesday afternoon (Sept. 6).

Durham. County school officials and principals met here today (Sept. 6) with Dr. J. Henry Highsmith and Ralph J. Andrews of the State Department of Public Instruction, to discuss plans for the 1944-45 school year.

New Hanover. New Hanover County's education facilities are in good shape for the new rehabilitation educative program likely to be put into effect within the next year, and which is expected to include training for both youths and adults, H. M. Roland, Superintendent of Schools, said this morning (Sept. 5).

Winston-Salem. This year the city schools will increase their curricula with two new courses—one in lip reading and one in speech correction.

Wayne. The Mount Olive Schools will offer this year a course in Bible, with Miss Helen Knott, of Wendell, as full-time teacher.

Kannapolis. Plans for the teaching of Bible at Cannon High School have been completed with the procurement of Miss Catherine Wicker, of West End, as the teacher, and supplies for the students.

Mecklenburg. Mecklenburg County school principals yesterday (Sept. 12) met at the courthouse with Dr. J. Henry Highsmith and other officials of the State Department of Education, and adopted several programs designed to improve the county school work for the coming year.

Forsyth. The faculties of all white schools of the Forsyth County system will meet at 9:30 o'clock Thursday morning, September 14, at South Fork School for general organization purposes, T. H. Cash, Superintendent of Schools, announced last night.

Chapel Hill. Chapel Hill's school year began yesterday (Sept. 14) with principals' and teachers' conferences at which class schedules were studied, teacher assignments were made, and plans perfected for the prompt distribution of textbooks.

Beaufort. O. J. Gaylord, agriculture teacher of Bath High School, was elected president of the North Carolina Agricultural Teachers Association in a recent election, E. K. Verch, retiring secretary-treasurer, has announced.

Gastonia. Group conferences of Gastonia's elementary teachers, designed to improve teaching efficiency and provide solution to teaching problems, will feature teacher activity during the first two weeks of the present school year, City School Superintendent K. G. Phillips announced today (Sept. 16).

C370.5

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

PRES. FRANK P. G
CHAPEL HILL, N.



THE CHILD FEEDING PROGRAM SERVES A BALANCED MEAL—MONCURE SCHOOL IN CHATHAM COUNTY

**November 1944
Vol. IX » No. 3**

In This Issue . . .

| | PAGE |
|---|------|
| State Superintendent's Letter | 2 |
| Editorial Comment..... | 3 |
| Cover Picture (box)..... | 3 |
| State Board Requests \$41,198,783 for Operating Schools in 1945-46..... | 4 |
| Annual Oratorical Contest Is Announced by the American Legion..... | 4 |
| State Board Recommends Higher Teachers' Salary Schedule for Biennium | 4 |
| Educational Committee Suggests Cotton Salary Schedule for Biennium | 4 |
| Postwar Information Bulletin Issued | 4 |
| Lower Training Trend Is Indicated for Teachers..... | 4 |
| Colleges and Schools to Get Surplus Planes | 5 |
| Lanham Act Aids Schools..... | 5 |
| Teacher Education Studies Are Reported..... | 5 |
| Preinduction Training Report Made for High Schools of the State..... | 5 |
| Report Shows Expenditure of \$36,968,749 in State Funds for 9-Month School Term | 5 |
| Negro Principals to Hold Meetings..... | 6 |
| Dr. Goodykoontz Visits State Department.... | 6 |
| "Keep Fit" Program Suggested for Schools and Colleges of America..... | 6 |
| "Evaluative Criteria" Should Be the Subject of Emphasis at Professional Meetings, Declares Highsmith..... | 7 |
| Schools Requested to Aid State's War Records Program | 7 |
| 1945 Humane Poster Contest Announced..... | 7 |
| Results of Study on Teacher Supply and Recruitment Since 1941 is Shown..... | 7 |
| ✓ State School Facts..... | 8, 9 |
| ✓ New Films for Supervisors In War Industries Are Released | 10 |
| Supt. Erwin Calls On Schools to Continue Aid In Waste Paper Collecting..... | 10 |
| Credit for Courses In Bible Allowed for High School Graduation In State..... | 10 |
| Fourth Annual Science Talent Search is Announced..... | 10 |
| N. C. Has 97 Science Clubs Affiliated With S. C. A..... | 10 |
| New Classes In Vocational Training Started | 10 |
| Schools-at-War Day is December 4..... | 11 |
| White House Conference Proceedings to Appear In Published Form..... | 11 |
| President Roosevelt Favors Federal Aid for Schools | 11 |
| Federal Aid Bill Reported Out by Committee | 11 |
| Burlington Issues Handbook | 11 |
| Supt. Erwin Requests \$5,700 Annually for Work In special Education..... | 12 |
| School Classification Not Made for 1944-45 | 12 |
| Audit Report Shows Increase In Teachers' Salaries..... | 12 |
| 1944-45 Educational Directory Goes to Press | 12 |
| Increase Shown In Junior College Enrollment..... | 12 |
| State Board Purchases 20 Army Trucks..... | 12 |
| United Nations Education Kit Available to Schools..... | 12 |
| What Others Say | 13 |
| International Education | 14 |
| Laws, Rulings and Opinions | 15 |
| From the Past..... | 16 |
| Sayings of Horace Mann (box)..... | 16 |
| From the Press..... | 16 |

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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by the

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Raleigh, North Carolina

CLYDE A. ERWIN, *State Superintendent of Public Instruction*L. H. JOBE, *Director, Division of Publications, Editor*

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Vol. IX

NOVEMBER, 1944

No. 3

STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

November 15, 1944.

To Superintendents, Principals and Teachers:

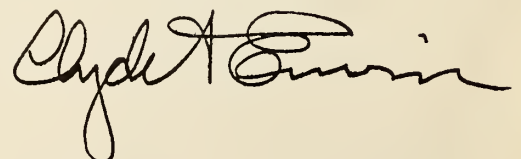
We are approaching the biennial session of the General Assembly. I am sure that many of our teachers, principals and superintendents have been giving a great deal of thought for the past two years to legislative action which would strengthen or improve our public school system. I should appreciate it very much if I could receive constructive suggestions from the field having to do with new legislation or changes in present legislation.

We are approaching a postwar period in which a great deal more will be expected of the public schools than ever before. I am particularly interested in legislative suggestions which have to do with child welfare because I know that the children of the postwar period will need every opportunity for educational advancement in order to be able to adjust themselves to the problems and challenges which they will have to face.

I am also interested in suggestions which would improve the opportunities for service of our teaching personnel and which would provide for their increased welfare in order that they may be able to do a better job.

With best wishes, I am

Very truly yours,


State Superintendent of Public Instruction.

EDITORIAL COMMENT

Free Education

You have heard the term "free education" all your life. Just what does it mean?

As to cost, it doesn't mean that education is obtained without cost, although the word "free" carries that definition. Nothing of value is gained without some expenditure of effort, time or money on the part of the individual who is the recipient of the thing obtained. And so education is not free in that sense. It is free in the sense of being democratic to all alike, that is free for the asking; and although somebody pays for it in the long run, public education is open or free to all who wish to take advantage of the opportunities afforded by the schools. There is no distinction as between those able to pay and those unable to pay for the knowledge gained at these public institutions.

Another connotation of the word "free" which is applicable here is that of being not hindered. The public schools do not confine the thinking of individuals. On the other hand, they open their minds to the various materials of the universe, its laws, its history, its media of communication and transportation, and the philosophy and aspirations of humankind. It seeks to develop the individual's innate ability so that he may act unhindered as he wishes, within a democratic society and in accordance with the highest standards of conduct and right living.

A third idea of the word "free" as applied to public education is that it is abundant. We think of the air we breathe and the water we drink as free, because they are abundant. There is plenty of each of these essentials of life. Education, too, is abundant, in that there is plenty of it within the reach of everyone.

And so "free education" is free—open to all alike, frees the mind to think independently and to guide the individual in right living, and it is plentiful in that schools have been established for the benefit of all.

A Few Words of Encouragement

Somewhere during your school career, more likely during high school since your memory of those days are more distinct in your mind, you had a teacher, or perhaps a principal, whom you admired as a leader more than any of the others whom you had. This particular teacher appealed to you more because you "learned more" under her (or him); she was able to teach you, explain everything to you in such a way that you understood. She, perhaps, was patient with you, took an interest in your particular work and your particular way of doing things. In other words, this particular teacher made a lasting impression upon your mind. She influenced you by example, by suggestion, and by encouragement to pursue your learning, perhaps to go to college. It may be that this one person fixed the destiny of your present life by just

a few words of encouragement.

Now, "the shoe is on the other foot." You are that teacher. Are you lending your position to more than just "book teaching"? Or are you lending "a few words of encouragement" to that boy or girl who needs your help?

As teachers and principals you who come in contact with the pupils are guidance directors as well as teachers; and as such, it is one of your duties not only to point the way but also to lend a helping hand by words of encouragement based upon your own experience.

Merit or Favoritism

The notion has been advanced that teachers and principals should be paid more on the basis of merit, leaving the impression that such is not the case. And to a certain extent it is true; but when the employment during normal times is considered, it generally is true that the best teachers get the best positions. This was especially true before the school term was uniform, and now it is true in units that pay supplements. But it may be contended that there are not enough units that have these extra funds with which they can employ all the good teachers. And so it is stated *all* teachers are paid in accordance with the State standard salary schedule on the basis of the certificate held and their experience. Thus it is concluded the better teachers get no better salary than the poorer ones; and, therefore, some sort of scheme should be devised by which teachers would be paid on the basis of "merit."

We are not saying that this can't be done. At the moment we don't know how it can be worked out, and we are much afraid of it. We are sure that no group of people would be more in favor of it than the school teachers themselves. We are almost ready to say that if it could have been done on a Statewide basis, they would have proposed a scheme for this purpose long ago. The question raised now, however, is can it be done without it becoming involved in the worse type of "politics." In other words, can a "merit system" be devised that can be administered without favoritism?

Cover Picture

This picture shows children of the Moncure school in Chatham County being served a lunch consisting of cheese, fresh snap beans, creamed potatoes, corn bread, butter, peanut-butter cookies, apple and milk. Such lunch programs are a part of the Child Feeding Program, which has been provided by the Federal Government for the use of surplus food commodities and for the stimulation of the proper feeding of school children. This program is sponsored by the Department of Public Instruction. The meal shown here is served to the children at five cents. There are 722 schools now participating in the Child Feeding Program.

Special Education, the Need

North Carolina has made some progress in making provision for both the mentally and physically handicapped. This provision, in the main, covers the most serious cases, and is largely institutionalized. Then, too, more is done in this respect for adults than for children. There is a definite need in this State for a State worker who will work with the schools in an effort to properly educate and rehabilitate the youth who are both physically and mentally disabled. The public schools, already set up and in operation, are able to locate the boy or girl who needs special attention; and with the proper assistance and guidance of a unifying State worker, they are in position to assist the handicapped child early and thus not only help rehabilitate him, but by this early diagnosis often provide him with the opportunity of getting an adequate and suitable education. Then, too, in the case of the mentally handicapped the remaining children of the school will be able to go forward normally without disruption of the regular program of instruction.

There are a number of mentally retarded children enrolled in the schools who are endeavoring to make progress in a program designed to develop the personalities and sociabilities of normal children. Under the compulsory attendance law these children manage to drag through the school until they reach the upper age limit of the law, when they drop out of school. If such children had a special curriculum designed for them, then many of them might make satisfactory progress in school and at its completion become self-supporting, to live independently, and adjust themselves to their social environment. An education of this sort, no doubt, would save many of later becoming a charge against a rapidly mounting relief burden, not to speak of many who become charges against the public in State institutions of one kind or another.

Sensing the need in this field, Superintendent Erwin requested, when he appeared before the Advisory Budget Commission, that the modest sum of \$5,700 be added to the Department of Public Instruction appropriation for the purpose of employing a State worker to help the teachers and principals in the education and rehabilitation of both the mentally and physically handicapped. (See elsewhere in this BULLETIN for article.) Superintendent Erwin is of the opinion that this amount of money will be more than repaid in that such children will be reclaimed to society, many of them becoming self-supporting tax-paying individuals living without friction as a member of a democratic community.

The present compulsory attendance law makes provision for the exclusion of the mentally incapacitated from the schools, but there should be some provision for the further "education" of these individuals. Their education should be taken care of by the provision of a State employee to aid and direct the needed work in this field.

State Board Requests \$41,198,783 for Operating Schools in 1945-46

Appearing before the Advisory Budget Commission on Thursday, October 12, Lieutenant Governor R. L. Harris, chairman, Supt. Clyde A. Erwin, secretary, and Paul A. Reid, acting comptroller, requested for the State Board of Education for operating the public schools for the nine months school term the sum of \$41,198,783 for the school year 1945-46 and \$41,834,524 for the school year 1946-47.

This request will be considered by the Advisory Budget Commission and used as the basis for making recommendations to the General Assembly of 1945 as to the appropriation for the support of the nine-months term public schools.

The amount requested for the year 1945-46 represents an increase of \$2,912,291 over the amount estimated to be spent for the operation of the public schools this year, 1944-45. The amount requested for 1946-47 is \$3,586,006 more than 1944-45. The largest part of the increase requested, \$2,674,384 the first year and an additional \$621,479 the second year, is for the salaries of teachers and principals. The second largest increase, \$205,705, is for operation of plant items—wages of janitors, fuel, water, light and power, janitor's supplies, and telephones. Very small increases were requested for the objects of general control and auxiliary agencies.

The following table shows by objects the estimated expenditures for 1944-45 and the requested amounts for 1945-46:

| | 1944-45 | 1945-46 |
|----------------------------|---------------------|---------------------|
| General control..... | \$ 1,021,343 | \$ 1,029,507 |
| Instructional service..... | 32,393,327 | 35,067,711 |
| Operation of plant..... | 1,995,050 | 2,200,755 |
| Fixed charges..... | 15,000 | 15,000 |
| Auxiliary agencies..... | 2,852,575 | 2,885,060 |
| Other..... | 9,197 | 750 |
| TOTAL..... | \$38,286,492 | \$41,198,783 |

Annual Oratorical Contest Is Announced by the American Legion

The title of this year's oratorical contest, annually sponsored by the American Legion, will be the same as that used last year. "The Constitution in a Changing World," it is announced by Victor R. Johnson, Pittsboro, chairman of this contest.

Mr. Johnson stated that this title is being used a second time since it is one of those suggested by the national organization as well as being still timely. The contest, as usual, is open to all students in grades 9, 10, 11 and 12 of accredited high schools. The rules governing the contest and other necessary information concerning it may be obtained from Mr. Johnson.

This is one contest that carries the endorsement of State Superintendent Clyde A. Erwin. He has written a letter to Mr. Johnson in which he urges all school teachers, especially teachers of the social studies, to lend every effort in getting students interested. The work in this contest, he stated, may be included as a part of the regular course of study and credit extended as fulfilling part of the course requirements. It could be part of a course in either English or American History. Such a contest would be a very valuable experience to any high school student.

State Board Recommends Higher Teachers' Salary Schedule for Biennium

In its budget estimate for operating the public schools for the biennium beginning July 1, 1945, the State Board of Education proposes a higher salary schedule for teachers holding Class A certificates, ranging from \$125 per month for beginning teachers to \$162 per month for those having nine years experience on such a certificate. On an annual basis this proposed salary ranges from \$1,125 per year of nine months to \$1,458, and indicates an annual increase of \$123 for the beginning teacher and \$63 for teachers having nine years experience.

Similar increases were recommended and included in the budget estimate for teachers in other classification groups. The holder of the graduate certificate under the proposed schedule would receive an annual salary ranging from \$1,287 to \$1,611, whereas teachers holding certificates based upon less than college graduation would receive from \$675 to \$1,188 annually, depending upon the amount of their training and experience.

The increases proposed range from \$33 annually for teachers holding non-standard certificates to \$123 annually for beginning teachers holding Class A certificates. All other teachers holding Class A and Graduate certificates would receive an annual increase of \$63, or \$7 per month.

A modification of the principal's salary schedule is recommended in order to equalize the increases allowed for experience and number of teachers in the school. This recommendation will result in slight adjustments in the monthly amounts paid principals, ranging from a decrease of \$2 per month in one experience bracket to an increase of \$6 per month in another.

Educational Committee Suggests Cotton Study In Public Schools

During the summer of 1944 representatives from state departments of education in 16 cotton-growing states perfected an organization, known as the Cotton Educational Advisory Committee, to stimulate the study of cotton in the public schools. The organization of this committee is a second step in a movement started last spring with a cotton essay contest throughout the schools of the Southern states. This contest was sponsored by the *Cotton Trade Journal* of Memphis, Tenn., and endorsed by Howard A. Dawson, director of Rural Service of the N. E. A., and the U. S. Commissioner of Education, John W. Studebaker.

To further the study of problems connected with the production, manu-

facture and use of cotton, the Advisory Committee suggests the development of large units of study in the various grades and courses where appropriate. To assist teachers in doing this, illustrative units on cotton were prepared by Dr. M. S. Robertson of the Louisiana Department of Education. These units have been prepared on three levels—lower elementary, upper elementary, and high school. Copies in printed form may be procured from the *Cotton Trade Journal*, Memphis 3, Tenn., at five cents per copy.

Postwar Information Bulletin Issued

The new *Postwar Information Bulletin*, the first issue of which has just been published, is considered one of the most progressive experiments in popular education undertaken in recent years. Designed to assist discussion leaders, teachers, librarians and others interested in postwar questions in planning their programs, this new bulletin is published by the Postwar Information Exchange, Inc., a clearing house whose members are associated with agencies working on postwar problems. The *Bulletin* pools the best information on books, pamphlets, films, recordings and radio programs and highlights unusual methods used by state and local groups to stimulate interest.

Each number of the *Bulletin* lists the issue which, through a poll of members of the Postwar Information Exchange, Inc., have been selected as the most important for the coming months. Local organizations are invited to cooperate with the Exchange by sharing their experiences in stimulating interest. Reports on unusual devices and methods used are featured in each issue. The *Postwar Information Bulletin* is published monthly at a subscription price of one dollar for 12 monthly issues. Offices are located at 8 West 40th Street, New York 18, N. Y.

Lower Training Trend Is Indicated for Teachers

Figures compiled for the past three years on the scholastic training of the teachers and principals employed in the public schools show a very definite trend toward lower training, especially white teachers, it is learned.

In 1943-44 there were 25,811 teachers and principals employed, 468 fewer than in 1942-43. Of this number 23,185 held certificates based on college graduation and above, representing 89.8 percent of the total. The remaining 2,626 held certificates based on training of less than college graduation.

Of the total 26,280 teachers and principals employed in 1941-42 there were 24,007, or 91.3 percent, who held certificates based on college graduation or better. The 2,273 other teacher personnel had training below college grade.

The figures show that there were 1,638 fewer white teachers holding certificates based on college graduation or better in 1943-44 than in 1941-42. During the same two-year period there was an increase of 956 in the number of white teachers holding the lower type certificates.

In the case of Negro teachers, the trend was the reverse of that of white

teachers. The record shows that there were 7,310 Negro teachers employed in 1943-44. Of this number 6,767 held the higher type certificates and 543 the lower grade. Two years prior to 1943-44 the record was: 7,420 employed, 6,274 in the high group and 1,146 in the lower group.

Colleges and Schools to Get Surplus Planes

First deliveries of surplus airplanes and aeronautical equipment will probably be made to schools and colleges shortly after fall semesters start, Washington surplus officials indicated recently. Details of the program will be announced as soon as lists of the schools have been completed.

Recent questioning has shown that a majority of colleges and universities intend to offer selected courses in the various phases of aviation. In addition, a large number of high schools will provide elementary training in aviation principles, ground, service and aeronautical engineering. About 14,000 high schools now offer preflight optional courses.

Surplus aircraft not suitable for flight can be utilized by such institutions of secondary or college grade for basic studies in airplane flight principles and related subjects. They can also be used for shopwork in training students to repair and service airplanes, and can be inspected by engineering students seeking to substantiate their work in aeronautical theory.

Lanham Act Aids Schools

A total of \$1,411,076 in Lanham Act funds has been allocated by the Federal Works Agency in the past three years for construction of new school buildings, additions to existing schools, and maintenance and operation of schools in North Carolina.

This assistance, which is exclusive of nursery and child-care centers, has been given chiefly to the major war areas of Wilmington and Fayetteville. Most of the newly built schools are of permanent construction and will continue in use after the war.

The following table presents details of Lanham Act aid to the North Carolina schools:

| | |
|---|-------------|
| Total Federal contribution..... | \$1,411,076 |
| FWA construction contribution..... | 1,278,603 |
| TWA maintenance operation aid.. | 132,473 |
| Total classrooms..... | 200 |
| Approximate number of pupils..... | 8,000 |
| Additional State aid not included above is estimated to be \$265,837. | |

Teacher Education Studies Are Reported

A "Report on Studies in Teacher Education" has recently been released in mimeograph form by Dr. James E. Hillman, director of the Division of Professional Service for the State Department of Public Instruction, who was coördinator and general chairman of the several committees in charge of the preparation of the studies. Seven area committees and an editorial committee composed of representatives from the public schools and colleges of the State participated in the preparation of the bulletin.

Preinduction Training Report Made For High Schools of the State

The accompanying tabulation is the final report on preinduction work in North Carolina high schools for the year 1943-44. This report includes 36 counties reporting 100 percent for both city and county units and 58 counties where reports are incomplete. The remaining six counties had no schools reporting. The absence of reports has not, in a number of cases, been any indication that no preinduction work was done; it simply means that no reports were made on this work.

The State summary was made by Ralph J. Andrews, formerly State Co-ordinator of Wartime and Safety Education of the State Department of Public Instruction. In summary, Mr. Andrews stated, it may be indicated that in 750 schools reporting there were 2,870 preinduction classes and 132,711 students enrolled. On the basis of the incidence of preinduction courses, in schools reporting, there were undoubtedly well over 140,000 North Carolina students who had some preinduction work. Although this report does not attempt to show how many students took

more than one course and how many did not take any preinduction work. Mr. Andrews further stated, it is known that the majority of courses were offered in the upper high school grades or to the higher age groups.

"After taking all facts into consideration," he said, "it is felt that a preinduction enrollment approximately equal to the total North Carolina high school student enrollment (145,000) is a flattering commentary on the readiness and ability of the North Carolina schools to contribute, effectively, to the wartime needs for their students."

North Carolina Preinduction Report, 1943-44

| | No. of Schools | No. of Students |
|---|-------------------|--------------------|
| I. PREINDUCTION SUBJECTS (designated): | | |
| Fundamentals of Electricity..... | 125 | 2,505 |
| Fundamentals of Automotive Mechanics..... | 48 | 1,023 |
| Fundamentals of Machines..... | 66 | 1,473 |
| Fundamentals of Radio..... | 27 | 393 |
| Fundamentals of Shopwork..... | 160 | 4,382 |
| Fundamentals of Radio Code..... | 38 | 1,046 |
| Physical Education..... | 425 | 34,034 |
| Health Education..... | 467 | 33,558 |
| Military Drill..... | 117 | 6,058 |
| Preflight Aeronautics..... | 87 | 2,208 |
| First Aid..... | 172 | 10,208 |
| Driver Education..... | 411 | 12,041 |
| Photography..... | 27 | 379 |
| Sheet Metal..... | 17 | 431 |
| Welding..... | 65 | 816 |
| Carpentry..... | 97 | 2,369 |
| TOTAL..... | 2,349 | 112,924 |
| II. PREINDUCTION UNITS IN: | | |
| English (Junior or Senior)..... | 81 | 4,002 |
| Social Studies, Issues of War..... | 116 | 5,716 |
| Simple Mathematics..... | 184 | 6,023 |
| Clerical Procedures..... | 40 | 1,392 |
| Mechanical Drawing..... | 29 | 837 |
| Engineering..... | 2 | 53 |
| TOTAL..... | 452 | 18,023 |
| III. ADDITIONAL PREINDUCTION SUBJECTS AND UNITS..... | 69 | 1,764 |
| TOTAL..... | 2,870 | 132,711 |

The purpose of the study, Dr. Hillman stated, is to bring about an improvement in the quality of teacher education. The report was presented to the North Carolina College conferences at their annual meetings on October 25-26, and following further revisions, if any are necessary, it will be printed as a handbook on teacher education. This handbook, Dr. Hillman further stated, will constitute the minimum framework for a State program of teacher education.

The seven chapters of the report have the following titles: Selection and Guidance, General Education, Professional Education, Requirements in the Subject Fields, Teacher Placement, In-service Education, and Standards for Approved Institutions for Teacher Education.

Report Shows Expenditure of \$36,968,749 in State Funds For 9-Month School Term

A total of \$36,968,749 was expended during the school year 1943-44 in the administrative units of the State for the operation of the nine-months school term, it is revealed from the audit report recently completed on these expenditures.

This sum is \$6,526,390 more than was spent from State funds for the operation of the schools the preceding year, 1942-43. That year, however, the State participated in the operation of an eight-months term only, whereas the year 1943-44 marked the beginning of State support on the basis of a nine-months school term.

The greatest portion of these school expenditures, \$31,428,463, was for the payment of salaries of teachers and principals. The second largest item of expenditure was that of transportation, the sum of \$2,499,832 having been spent from State funds for the various aspects of that phase of school operation. Janitors come in third place, as an item of school expenditure with an expenditure of \$871,115. Other items for which an expenditure in excess of \$500,000 was made were the following: Salaries of superintendents, \$579,540; and fuel, \$715,290.

The expenditure by objects was as follows:

| | |
|----------------------------|---------------------|
| General control..... | \$ 1,017,775 |
| Instructional service..... | 31,428,463 |
| Operation of plant..... | 1,890,016 |
| Fixed charges..... | 12,636 |
| Auxiliary agencies..... | 2,619,859 |
| TOTAL..... | \$36,968,749 |

Negro Principals to Hold Meetings

Principals of Negro high schools and of elementary schools having five or more teachers will hold four district meetings next month, it is announced by N. C. Newbold, Director of the Division of Negro Education for the State Department of Public Instruction.

These meetings will be held on the following dates at the places specified:

December 1—Rocky Mount, at the Booker Washington High School.

December 4—Fayetteville, at the E. E. Smith High School.

December 11—Greensboro, at A. & T. College Administration Building.

December 13—Charlotte, at the West Charlotte High School.

At these meetings, Dr. Newbold announces, there will be discussions concerning the problems of Negro education during the current year, with special relation to the study of public education which is now being made by a committee appointed by Governor Broughton.

Dr. Goodykoontz Visits State Department

Dr. Bess Goodykoontz, Assistant U. S. Commissioner of Education, visited the office of the State Superintendent of Public Instruction on October 18 and at a gathering of staff members of all departments made an informal talk in which she told them of the latest developments from Washington as to public education.

First, she told about the White House conference on rural education—how it was carried on, and what reports would follow. Included in this topic, Miss Goodykoontz stated that the President appeared before the conference and endorsed Federal aid for education.

Miss Goodykoontz also discussed the topics of Veteran Education (the G. I. Bill), Surplus Property, the Reconversion Bill, the London Conference on Education. Several of these topics, she stated, were "truly hot subjects" around Washington.

Miss Goodykoontz stated further that an organization had been formed in Washington to get information on pending legislation and to make reports on national affairs as they relate to education in order that the public may be kept posted as to what is taking place there.

"Keep Fit" Program Suggested for Schools and Colleges of America

In a recent statement by the Joint Committee on Physical Fitness of the National Committee on Physical Fitness and the American Medical Association, a nationwide "keep fit" program was recommended for schools and colleges. "The schools and colleges of America," the statement reads, "have contributed greatly to the health and fitness of young Americans, but even greater effort is needed if their contribution is to attain a level commensurate with their opportunities to their pupils and to their communities."

The following recommendations were proposed by the committee to help schools and colleges to define more clearly their responsibilities and to help them to attain these goals:

I. It is recommended that the following objectives be proposed to schools as minimum requirements to their programs in health and physical education.

1. Thorough physical examination of all children (a) on or before admission to school and at such regular intervals thereafter as may be deemed advisable; (b) on readmission to school following any major illness; (c) on teacher referral when the pupil's appearance, performance, or routine screening test records suggests failing health or defects. Whenever possible the parent or teacher should attend the examination of younger children.

2. Daily teacher inspection of all pupils for signs of deviation from normal health status.

3. Routine screening tests to discover defects of vision and hearing and failure to grow.

4. At least annual, preferably semi-annual, dental attention for every pupil.

5. An annual inventory of the physical abilities of every pupil by teachers of physical education.

6. Suitable follow-up work to assure (a) the correction of correctible defects and the prevention of preventable conditions, and (b) the assignment of pupils to modified activities programs where this is needed.

7. The use of a cumulative record blank designed to follow the child throughout its school life and to record (a) the results of physical examinations, screening tests and physical fitness inventories, and (b) the dates of major illnesses, immunizations, dental visits and corrective measures taken.

8. Organized health instruction on all school levels and planned healthful living throughout the school experience. At elementary levels this may be undertaken as a part of larger projects. At secondary levels there is need, in addition, for instruction specifically devoted to this area. This should not be as a "rainy day" substitute for or otherwise at the expense of physical education. Irrespective of title or departmental affiliation such instruction must develop accurate knowledge, appropriate attitudes and sound habits aimed to further individual and community health. This demands at least a semester course of organized health instruction on the junior high school level and a semester or year course on the senior high school level, equivalent in length and regulations to other standard courses, to be required of all students. These courses should be taught by adequately prepared teachers and for a requirement for graduation.

9. At the elementary level at least 40 minutes daily, exclusive of recess periods devoted to planned physical education activities suited to the grade level involved.

10. At the secondary level (grades 7 to 12) a daily period of vigorous physical education. This period should be at least as long as the regulation class period, and be scheduled within the school day. Pupils should be classified in respect to sex and grade, ability or special needs. Standards should be set for passing the course in all grades, and acceptable performance required for promotion and graduation.

11. Expert supervision and direction at local and State levels as for other fields. In some instances the training of a person may qualify him to supervise both health and physical education.

12. The strengthening and extending of advisory and consultative services of the U. S. Office of Education in these areas.

Further school efforts to improve the physical fitness of youth could wisely be directed toward (1) extension of health inventory and correction of defects in the preschool years; (2) insuring sound mental health; (3) improvement of child nutrition through the provision of adequate school lunches; (4) provision of camping and other extended school services contributing to health; (5) systematic coöperation with all community health efforts such as tuberculosis case finding, venereal disease control and maternal and child health clinics.

II. It is recommended that teacher-training institutions be urged to include in their program for training teachers instruction and practice in the daily observation of children for the purposes of detecting signs indicating possible deviations from normal health and development.

III. It is recommended that professional training institutions be urged to revise if necessary their programs for the training of teachers of health and physical education and of recreation leaders to give special consideration to promotion of health and physical fitness.

IV. It is recommended that teacher-training institutions be urged to give some training in the conduct of physical fitness activities to all prospective teachers.

V. It is recommended that plans be perfected for giving special consideration to postwar planning of school facilities toward better provision for coordinated school and community health and physical education programs and for extended community use of school facilities.

"Evaluative Criteria" Should Be the Subject of Emphasis at Professional Meetings, Declares Highsmith

In planning professional meetings for high school principals and teachers for the session 1944-45 emphasis should be placed upon the use of the Evaluative Criteria worked out in the Coöperative Study of Secondary School Standards, Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the State Department of Public Instruction, stated at a recent meeting of the Guilford County Schoolmasters' Club.

A study of the Evaluative Criteria on the part of administrators and teachers, Dr. Highsmith stated, will enable them to arrive at an answer to the question—What is a good high school? He called the attention of the principals to the scope of the educational program included in the Criteria: Philosophy and Objectives; Pupil Population and School Community; Curriculum and Courses of Study; Pupil Activity Program; Library Service; Guidance Service; Instruction; Outcomes of the Educational Program; School Staff; School Plant; and School Administration.

Dr. Highsmith suggested that the principals order the following materials to begin this study, looking to evaluation by a visiting committee when the principal and teachers in a given school have made a self-evaluation:

How to Evaluate a Secondary School. A handbook, price 90 cents.

One copy of the Evaluative Criteria, price 60 cents.

One set of 14 separate pamphlets, price 60 cents.

One M blank for each teacher in the high school, price 5 cents.

It was pointed out that these materials could be ordered from the American Council on Education, 744 Jackson Place, Washington, D. C.

It was suggested also that a committee be appointed to discuss the evaluation of all the schools in Guilford County, particularly those schools which have possibilities of securing membership in the Southern Association of Colleges and Secondary Schools. This is a highly professional project which will be helpful and very stimulating to any high school.

Schools Requested to Aid State's War Records Program

The assistance of the schools is requested by the State Department of Archives and History and the Office of Civilian Defense in collecting and preserving the records of North Carolina's part in World War II. The rôle of the schools and school children in this conflict is an important one, and the records of such activities ought to be preserved for future generations.

Posters, original drawings, pictures, scrapbooks, reports of special war activities (such as war bond campaigns or scrap paper drives), and other materials are wanted from the schools. In addition, children or their families may contribute letters from relatives in the armed forces, pictures, camp newspapers, programs of USO clubs, and other items throwing light upon the activities of the State and its people in the war.



It is suggested that for this purpose someone be made responsible in each school (particularly the history or art teacher), that regularly, once each month, the materials be turned over to the principal, and that the latter thereupon transmit them to the county or city superintendent. Upon receipt of such materials it is requested that the superintendent notify the State Department of Archives and History, Box 1881, Raleigh, which will send for them.

1945 Humane Poster Contest Announced

A national poster contest to promote a kindly and friendly interest in all living creatures of the animal kingdom to the end that children and young people will engage in humanitarian deeds and practices has been announced by the American Humane Association, 135 Washington Ave., Albany 6, New York.

The contest is open to all elementary and high schools, including pupils of public, private and parochial schools anywhere in the United States or its possessions. Rules of the contest may be procured from the association.

The following prizes will be awarded: Twenty-five first prizes at \$5 each. Twenty-five second prizes at \$3 each. Twenty-five third prizes at \$2 each. Twenty-five honorable mentions at \$1 each.

One school prize at \$25.

All material for national competition must reach the association not later than May 15, 1945.

Results of Study on Teacher Supply and Recruitment Since 1941 is Shown

From 33 usable replies to a questionnaire submitted to 48 State directors of teacher training and certification in July, 1944, as to what has been done in the several states since 1941 in maintaining an adequate supply of teachers, the following facts were obtained:

1. There has been an average increase in salary of approximately 22 percent, ranging from 10 percent in one state to 50 percent in another. North Carolina reported a 15 percent average increase.

2. Approximately \$20 per month for 12 months or \$30 per month for eight months was the increase reported for the teachers with the bachelor's degree. North Carolina reported an increase of \$13.33 (the war bonus) per month for nine months for beginning teachers with this degree.

3. Seventy percent of the teacher-training institutions of the nation have adopted accelerated programs. North Carolina was among the 30 percent whose teacher-training institutions did not adopt accelerated programs.

4. The 33 states all reported that there had been an increase in the number of married women employed.

5. As to the age of retirement 56 percent reported that this age was the same, 41 percent no retirement law or waived, and 3 percent lowered the age. North Carolina was in the 56 percent group.

6. An average of 14 percent of the teachers employed in 1944-45 hold emergency certificates, the range being from 2 percent to 40 percent. North Carolina reported 5 percent for white teachers and none for Negroes.

7. There is a shortage of high school teachers in all fields, greatest in mathematics, science, industrial arts and vocational subjects and least in English and the social studies. North Carolina reported the greatest shortage in the field of business and the least in English.

8. The shortage of teachers is most acute in the secondary field for 47 percent of the states reporting, 40 percent in the elementary field and 13 percent in both. North Carolina reported the greatest shortage in the rural secondary field.

9. As to what new plan, if any, for the recruitment of young people for the teaching profession had been inaugurated, the states reported all the way from "nothing" to "everything." "None" was reported for North Carolina.

10. There is an average of 1,000 fewer teachers employed in each of the states reporting. The North Carolina report showed 250 fewer teachers since December, 1941.

11. The replies, as to what date do you anticipate an adequate supply of adequately prepared teachers if the war ends in 1945, ranged all the way from 1945 to "later than 1955" with 1950 as the approximate medium. North Carolina reported 1947.

STATE SCHOOL FACTS

School Enrollment

Table I

Public school enrollment in North Carolina is decreasing, as the figures in Table I below indicate.

The highest enrollment recorded for any one year was in 1933-34 (the lowest depression year), when there were 1,895,525 children in the public schools. That year there were 280,741 Negro children in school, the highest enrollment figure for children of that race.

The highest enrollment figure for white children was in 1938-39, when 220,415 were enrolled. That year the total enrollment was 892,543, but since then there has been a decrease in total enrollment until in 1942-43, the latest year for which official figures have been compiled, the total public school enrollment had dropped to 858,047. This is a decrease of 34,496 children within four years. Indications are that the figures for 1943-44, when available, will show a further drop.

Analyzing these figures for the purpose of determining where the decrease occurs, it is found that the number of white children decreased 24,998 and Ne-

grades 9,498. There was during this four-year period a total decrease of 42,255 elementary pupils, grades 1-7, and an increase of 7,759 in the number of pupils enrolled in grades 8-12. The 42,255 pupils in grades 1-7 are further divided into 25,545 white children and 16,710 Negroes. The increase in the high school grades are divided as follows: 547 white and 7,212 Negro.

The percentage of pupils in high school, grades 8-12, increased from 21.7 in 1938-39 to 23.5 in 1942-43. As to race in this percentage change for the four years was from 25.4 to 26.6 for the whites and 13.4 to 16.6 for the Negroes.

The ratio of enrollment in these grades to the total enrollment, 23.5 percent, remained the same for 1941-42 and 1942-43. However, there was a slight decrease in the proportion of white high school enrollment which was offset by a slight increase in the proportion of Negro high school enrollment.

Tables II and III

These two tables give by races for the administrative units the following

III. SCHOOL CENSUS AND ENROLLMENT, 1942-43—CITY UNITS

| UNIT | WHITE | | | | | NEGRO | | | | |
|------------------|--------|------------|----------------------|----------------|--------|---------------------|-------|----------------------|----------------|---------------------|
| | Census | ENROLLMENT | | | Census | ENROLLMENT | | | | |
| | | Total | Ele- men- tary | High School | | % High School | Total | Ele- men- tary | High School | % High School |
| Albemarle..... | 2,100 | 1,999 | 1,353 | 646 | 32.3 | 30 | 26 | 103 | 39.0 | |
| Andrews..... | 1,500 | 1,291 | 1,009 | 282 | 31.8 | 400 | 355 | 252 | 103 | |
| Asheboro..... | 1,800 | 1,754 | 1,187 | 547 | 31.5 | 3,000 | 1,625 | 686 | 39.7 | |
| Asheville..... | 6,500 | 5,554 | 3,704 | 1,880 | 33.7 | 1,900 | 791 | 181 | 18.7 | |
| Burlington..... | 5,800 | 4,043 | 2,903 | 1,140 | 28.2 | 86 | 77 | 33 | 38.2 | |
| Canton..... | 3,290 | 2,582 | 1,936 | 646 | 25.0 | 86 | 77 | 33 | 38.2 | |
| Chapel Hill..... | 1,150 | 847 | 408 | 439 | 51.8 | 763 | 547 | 154 | 28.2 | |
| Charlotte..... | 13,165 | 12,517 | 8,272 | 4,245 | 34.0 | 6,344 | 4,388 | 1,301 | 22.9 | |
| | 4,901 | 1,069 | 919 | 958 | 29.8 | 403 | 376 | 108 | 28.7 | |

information for the school year 1942-43: Census, total enrollment, elementary enrollment (grades 1-7), high school enrollment (grades 8-12), and percent high school enrollment of the total for the specified race.

Aside from the numbers, the percent column only is significant. Among the county units the range in percent in high school for the white race was from a low of 6.5 in Cherokee to a high of 34.6 in Hertford. Since the percent for Cherokee is so much lower than the

II. SCHOOL CENSUS ENROLLMENT, 1942-48--COUNTY UNITS

| UNIT | WHITE | | | | NEGRO | | | | | |
|-------------|--------|------------|----------------------|----------------|--------|---------------------|-------|----------------------|----------------|---------------------|
| | Census | ENROLLMENT | | | Census | ENROLLMENT | | | | |
| | | Total | Ele- men- tary | High School | | % High School | Total | Ele- men- tary | High School | % High School |
| Alamance. | 8,303 | 6,332 | 4,622 | 1,710 | 27.9 | 2,529 | 2,121 | 1,776 | 345 | 16.3 |
| Alexander. | 8,327 | 8,225 | 2,450 | 775 | 24.0 | 508 | 479 | 844 | 135 | 28.2 |
| Allegany. | 2,040 | 1,877 | 1,519 | 358 | 19.1 | 89 | 77 | 77 | | |
| Anson. | 2,339 | 2,140 | 1,491 | 649 | 30.3 | 3,622 | 2,881 | 2,437 | 444 | 15.4 |
| Ashe. | 7,919 | 5,480 | 4,384 | 1,096 | 20.0 | 120 | 104 | 104 | | |
| Avery. | 4,356 | 4,113 | 3,247 | 866 | 21.1 | 61 | 56 | 56 | | |
| Balfour. | 4,075 | 3,231 | 2,253 | 978 | 30.3 | 2,914 | 2,125 | 1,843 | 283 | 13.3 |
| Bertie. | 2,996 | 2,539 | 1,946 | 593 | 23.4 | 6,033 | 4,703 | 4,026 | 677 | 14.4 |
| Bladen. | 4,596 | 4,198 | 3,255 | 943 | 22.1 | 4,100 | 3,231 | 2,855 | 646 | 20.0 |
| Boone. | 3,481 | 3,016 | 2,295 | 721 | 23.9 | 2,357 | 1,760 | 1,565 | 195 | 11.1 |
| Brunswick. | 15,689 | 13,716 | 9,973 | 3,743 | 27.3 | 779 | 583 | 583 | | |
| Burke. | 6,356 | 5,359 | 4,579 | 771 | 14.4 | 264 | 238 | 238 | | |
| Cabarrus. | 9,923 | 5,559 | 4,311 | 1,248 | 22.5 | 1,496 | 980 | 980 | | |
| Caldwell. | 6,895 | 5,553 | 1,342 | 1,915 | 28.1 | 407 | 272 | 272 | | |
| Camden. | 8,803 | 6,929 | 4,992 | 1,937 | 21.8 | 774 | 637 | 572 | 65 | 10.2 |
| Canter. | 5,590 | 3,671 | 2,702 | 968 | 26.8 | 1,357 | 819 | 654 | 165 | 20.1 |
| Caswell. | 3,243 | 2,823 | 2,192 | 631 | 22.4 | 4,123 | 2,960 | 2,440 | 520 | 17.6 |
| Catawba. | 8,631 | 5,853 | 4,230 | 1,623 | 27.7 | 831 | 777 | 769 | 108 | 13.9 |
| Chatham. | 4,362 | 3,674 | 2,493 | 1,175 | 32.0 | 2,899 | 2,348 | 1,873 | 475 | 20.2 |
| Cherokee. | 2,471 | 2,252 | 2,105 | 1,147 | 50.3 | | | | | |
| Chowan. | 1,368 | 502 | 367 | 135 | 26.9 | 505 | 352 | 352 | | |
| Clay. | 1,502 | 1,463 | 1,182 | 319 | 21.6 | | 6 | | | |
| Cleveland. | 8,022 | 1,716 | 5,483 | 1,693 | 23.6 | 3,842 | 3,218 | 427 | 11.7 | |
| Columbus. | 10,574 | 8,178 | 6,238 | 1,940 | 23.1 | 5,763 | 4,077 | 3,441 | 436 | 16.6 |
| Craven. | 3,314 | 2,680 | 2,066 | 615 | 22.9 | 3,138 | 2,206 | 1,974 | 232 | 10.5 |
| Cumberland. | 6,150 | 6,189 | 4,936 | 1,253 | 20.3 | 4,630 | 3,438 | 3,003 | 497 | 14.2 |
| Currituck. | 1,140 | 925 | 684 | 241 | 26.1 | 834 | 567 | 469 | 98 | 17.2 |
| Dare. | 1,320 | 1,096 | 763 | 333 | 30.4 | 122 | 96 | 84 | 12 | 12.5 |
| Davidson. | 8,883 | 6,871 | 4,941 | 1,930 | 28.1 | 476 | 401 | 401 | | |
| DeWitt. | 3,721 | 2,717 | 1,967 | 750 | 27.6 | 1,048 | 646 | 542 | 103 | 16.0 |
| Duplin. | 7,423 | 6,402 | 4,842 | 1,560 | 24.4 | 4,836 | 4,042 | 3,371 | 671 | 16.6 |
| Durham. | 4,968 | 4,053 | 2,774 | 1,279 | 31.6 | 1,890 | 1,478 | 1,248 | 230 | 15.6 |
| Edgecombe. | 3,109 | 2,757 | 2,046 | 711 | 25.8 | 7,310 | 4,844 | 4,004 | 540 | 11.9 |
| Forsyth. | 12,435 | 9,932 | 7,256 | 2,676 | 26.9 | 1,797 | 1,326 | 1,122 | 204 | 16.4 |
| Gaston. | 4,383 | 3,322 | 2,467 | 1,085 | 30.0 | 4,179 | 3,286 | 2,786 | 500 | 15.2 |
| Franklin. | 16,661 | 13,163 | 11,141 | 2,022 | 15.4 | 2,192 | 2,343 | 2,037 | 306 | 13.1 |
| Gates. | 1,153 | 1,077 | 745 | 332 | 30.8 | 1,799 | 1,448 | 1,251 | 197 | 13.6 |
| Graham. | 2,504 | 2,209 | 1,823 | 386 | 17.5 | 2,914 | 2,530 | 2,121 | 402 | 11.9 |
| Henderson. | 2,431 | 2,158 | 1,539 | 617 | 28.6 | | | | | |

SCHOOL CENSUS AND ENROLLMENT—STATE SUMMARY

* Code a + e. †Grades 1-7. ‡Grades 8-11.

* Code a + e. †Grades 1-7. ‡Grades 8-11.

New Films for Supervisors In War Industries Are Released

Problems of personnel directors, office supervisors and shop foremen are shown in a new series of 16 motion pictures, according to an announcement made recently by the Office of Education, Federal Security Agency, under which the pictures are produced and released.

This film series, called "Problems in Supervision," was produced by the Office of Education to help train thousands of new foremen and supervisors in war industries. Such problems as supervising women workers, introducing new workers to their jobs, and lateness, loafing, and absenteeism are dealt with. While the films are directed primarily to shop foremen, the problems and principles are applicable to almost all supervisors. They will be valuable in the training of personnel directors and office supervisors—as well as in the training of shop and factory foremen.

Each motion picture in the series takes up a problem of supervision, raises questions commonly faced by supervisors, and suggests practical ways of meeting the problem. The films do not give "final answers," but instead provoke thought and discussion.

Following are the titles, running time and prices of the films. Schools receive a ten percent discount.

| | | |
|---|---------|---------|
| 150. A New Supervisor Takes a Look at His Job..... | 13 min. | \$19.21 |
| 151. Planning and Laying Out Work..... | 10 min. | 16.73 |
| 152. Maintaining Good Working Conditions..... | 9 min. | 15.48 |
| 153. Working With Other Supervisors..... | 8 min. | 14.24 |
| 154. Introducing the New Worker to His Job..... | 16 min. | 23.35 |
| 155. Instructing the Worker on the Job..... | 14 min. | 21.49 |
| 156. Placing the Right Man on the Job..... | 13 min. | 19.21 |
| 157. Supervising Workers on the Job..... | 10 min. | 16.73 |
| 158. Supervising Women on the Job..... | 11 min. | 17.35 |
| 159. Maintaining Workers' Interest..... | 13 min. | 19.21 |
| 161. Every Minute Counts (Lateness, Loafing and Absenteeism)..... | 10 min. | 16.73 |
| 163. Improving the Job..... | 9 min. | 16.11 |
| 164. Maintaining Quality Standards..... | 10 min. | 16.73 |
| 167. Using Visual Aid in Training..... | 14 min. | 21.49 |
| 168. The Supervisor as a Leader, Part I..... | 14 min. | 21.49 |
| 169. The Supervisor as a Leader, Part II..... | 13 min. | 19.21 |

The pictures may be purchased from Castle Films, 30 Rockefeller Plaza, New York City, the contractual distributor of all Office of Education visual aids. They may also be rented from many 16-mm. educational film libraries. Copies of instructors' manuals are furnished without charge by the Office of Education to users of the films.

Supt. Erwin Calls on Schools To Continue Aid in Waste Paper Collecting

The public schools should give all assistance possible in the paper collection drives that take place from time to time in various places throughout the State, Supt. Clyde A. Erwin said recently, when he received a memorandum from U. S. Commissioner J. W. Studebaker in which he enclosed a copy of a telegram which J. A. Krug, Chairman of the War Production Board, sent last month to all daily newspapers. "The collection of waste paper to be

put back into use," Commissioner Studebaker stated, "is of vital importance to our whole system of communication in this country. It also ought to be exceedingly helpful in securing an adequate supply of paper for the publication of school books."

In order to provide for a continuous flow of waste paper, the various newspapers of the country have sponsored a paper trooper program with the view of enlisting the aid of school children of the nation in an organization of systematic waste paper collection. Chairman Krug of the War Production Board has endorsed this program, and there are already over one million children enlisted.

Credit for Courses in Bible Allowed for High School Graduation in State

Credit toward high school graduation is allowed in North Carolina for courses in Bible, it was recently stated by Dr. J. Henry Highsmith, Director of the Division of Instructional Service for the State Department of Public Instruction.

"Such credit," Dr. Highsmith stated, "is allowed precisely as in the case of other courses or subjects. With reference to the number of units which may be allowed for graduation, I have suggested that not more than two of the 16 units required be allowed in meeting the requirements for graduation."

"The North Carolina College Conference," Dr. Highsmith further stated, "agreed to accept Bible courses up to two units in meeting the requirements for admission to college. This action was taken also by the Southern Association of Colleges and Secondary Schools.

"Bible teachers must be regularly certified or be entitled to teach under State rules and regulations in order for students to secure credit for the course taken."

Fourth Annual Science Talent Search is Announced

Any senior of secondary schools in the continental United States who at graduation time in 1945 can meet college entrance requirements is eligible to enter the Fourth Annual Science Talent Search in competition for scholarships, trips and other honors, according to a recent announcement by Science Clubs of America.

It is not necessary, the announcement states, to be a member of Science Clubs of America in order to enter this competition. Following are the requirements:

1. Each contestant must take the Science Talent Search examination administered in his school on or after Friday, December 1, 1944.

2. Each contestant must submit an essay. The essay shall be about 1,000 words in length on the subject: "My Scientific Project." It should tell what the contestant is doing or plans to do in science in the way of experimentation or other research activity. It should be original, creative and interpretative in character.

3. Certifying teachers must fill out in each examination blank a scholarship record and personal record.

4. All entries must reach the offices of Science Clubs of America, 1719 N Street, N.W., Washington 6, D. C., not later than midnight Wednesday, December 27, 1944.

N. C. Has 97 Science Clubs Affiliated With S. C. A.

There are 97 science clubs in North Carolina that are affiliated with Science Clubs of America, which is an organization dedicated to the development of science talent. Science clubs may affiliate with the national organization without charge and receive helpful materials.

The following North Carolina schools have clubs, the numbers in parenthesis indicating systems having more than one club: Asheboro, Asheville (6), Aulander, Beaufort, Belmont, Black Mountain, Bricks, Bridgeton, Candler, Canton, Cary, Charlotte (5), Cherokee, Clinton, Columbus, Conetoe, Conway, Cramerton, Democrat, Dunn (2), East Spencer, Fairmont, Fayetteville, Garland, Garner, Germanton, Greensboro (2), Greenville (2), Guilford, Hayesville, Henderson (2), Hendersonville, Hickory (2), High Point, Kinston, Lanesing, Laurinburg, Leaksville, Lillington, Louisburg, Lowgap, Mars Hill, Monroe, Mount Pleasant, Newton Grove, North Wilkesboro, Oxford (2), Pembroke, Pendleton, Raeford, Raleigh, Richlands, Roanoke Rapids (2), Robersonville, Rocky Mount, Salisbury, Seagrove, Severn, Shelby (2), Snow Hill, Stanfield, Sugar Grove, Swannanoa, Tabor City, Traphill, Troutmans, Troy, Valdese, Walnut, Weldon, Whiteville, Wilmington (4), Winston-Salem, Woodland, Yadkinville.

New Classes in Vocational Training Started

In September there were 25 new courses started for war production workers in ten centers of the State, it is learned from the October *News Letter*, issued by the State office in charge of this training program. Six of the 25 courses were in preemployment and 19 were supplementary training classes. The ten cities in which this new training was provided were: Burlington, Charlotte, Dunn, Durham, Greensboro, High Point, Raleigh, Roanoke Rapids, Wilmington and Winston-Salem.

The following courses were provided: machine shop, electric refrigerator servicemen, electric and gas refrigeration, ship sheet metal, marine machinist, ship welding, electric appliance servicemen, radio mechanics, traffic rate clerk, blueprint reading, radio and commentators, auxiliary instruction, gas welding, bus drivers, textile weaving, plumbing, foremanship, truck driver and sheet metal.

Schools-at-War Day Is December 4

On December 4th and during the week following, radio stations, retail advertisers and others will handle their war bond promotions as a "Salute to Schools at War." The copy will be keyed to adults as well as to children on the assumption that by example the activities of the children will inspire their elders. The national promotion of this Schools-at-War Day is not in any way keyed to a school selling operation, although some localities anticipate encouraging a Schools-at-War clean-up drive on or soon after Schools-at-War Day.

School war savings achievements can be exciting news material for many publicity channels. In school: newspapers, bulletins, letters home, public address system "broadcasts," etc.; in the community: newspaper stories, ads, broadcasts, posters and window displays.

Organizing for such promotion will mean working closely with school leaders and with publicity directors in the community. Local war finance chairmen should be able to establish good working plans for close school-community cooperation in such a project. For example, it may be well to arrange with the superintendent of schools for a conference with the editors and faculty advisers of all school papers, the journalism teachers, the head of the English department, the art director, the school public relations director in the large city systems, as well as those in charge of war bond promotion within the various schools.

Some of the various activities which schools will work out in connection with the Sixth War Loan are: New photograph contest, student war bond editorial contest, war bond ad contest and a V-mail letter contest.

White House Conference Proceedings to Appear In Published Form

The White House Conference on Rural Education assembled for its opening general session in the East Room of the White House Wednesday morning, October 4, after preliminary meetings held the evening before by ten groups of the conference at the headquarters building of the National Education Association. Mrs. Roosevelt, host to the conference, opened the conference, and discussion groups met continuously through October 5.

Topics for consideration at the conference included the socio-economic backgrounds of rural education, relation of rural community welfare to the school, problems of professional personnel and rural education, organization and administration of rural education, opportunities for minority and exceptional groups in rural areas, paying for rural education, and the place of rural education in the structure of American democracy.

The conference was "called, planned and directed by three divisions of the National Education Association"—field service, rural education, and legislation. Miss Charl Ormond Williams, Director

President Roosevelt Favors Federal Aid for Schools

In speaking before the White House Conference on Rural Education, October 3-5, President Roosevelt went on record in favor of financial aid from the Federal Government to areas where such aid is needed without interference with state or local administration and control.

of NEA Field Service, served as executive chairman of the conference. Plans call for conference proceedings to appear in published form. It is believed the proceedings, when available, should exercise an important influence upon rural life in the nation.

Membership in the conference, limited to 200 by wartime secret service regulations, included leaders of rural education, and of rural life represented by officials of farmers' organizations, editors of agricultural magazines and rural newspapers, representatives of university extension services, and government officials.

Federal Aid Bill Reported Out by Committee

On the 21st of September, the day Congress recessed until after election, the Senate Committee on Education and Labor again reported out and recommended for passage Senate Bill 637. It will be recalled that this bill was returned to the committee after the notorious Langer amendment had been added to the bill by legislative trickery. As reported from the committee, the Langer amendment has been omitted from the new bill. This action means that Federal aid is again ready for debate and vote in the Senate.

Also on the 21st of September the NEA completed a thorough canvass of the members of the House which showed 199 members favorable or friendly to Federal aid and 97 opposed or inclined to be opposed. This would indicate that the bill would have a very good chance in the House if it could be brought to a vote. The canvass showed 133 members were noncommittal. Only a comparatively small number would have to be won over from this group to secure the passage of the Federal Aid Bill.

Burlington Issues Handbook

The Burlington city unit has issued its fifth annual *Handbook for Teachers and Principals*. Supt. L. E. Spikes, in a foreword to teachers and principals says, "This *Handbook* is presented as a guide for teachers in familiarizing themselves with the organization, policies and practices of the Burlington City Schools. . . . The permanent business of our schools is to plan, promote and maintain education at a high level for the student and adult population of Burlington."

The *Handbook* is full of valuable information and suggestions for the instructional personnel. Some of the subjects given in the contents are the following: A School Calendar for 1944-45, Organization Chart, Organization and Administration, Curricula Laboratory, Proposed Professional Study for 1944-45, Our School Curriculum, Statistical Retrospect, Some of the Factors Responsible for Growth, Professional Meetings, Tests As a Part of Profes-

The following is an excerpt from the President's address:

"Within one school year after Pearl Harbor, several thousand rural schools had been closed because teachers could not be found for them. One of the leading farm papers recently reported that in one agricultural state of the mid-west, nearly a third of the teachers in one-room schools are now persons holding only emergency licenses to teach, and nearly 800 schools face this coming school year without a teacher.

"The basic reason for this situation is simple. We all know what it is. It is not patriotism alone that has taken teachers out of the classrooms. Most of them simply cannot afford to teach in rural schools.

"The present average salary is less than \$1,000 a year and some salaries go as low as \$300. That is just too small by any decent standard. Only the self-sacrificing devotion of teachers who put their duty to their schools before their consideration of themselves permits the children of many American school districts to get the education to which all Americans are entitled.

"Frankly, the chief problem of rural education is the problem of dollars and cents. You and I know that. We know also that in very many cases the problem cannot be solved by increasing the local taxes because the taxable values are just not there.

"I have pointed out before that the gap between educational standards in the richer communities and those in the poorer communities is far greater today than it was 100 years ago.

"We must find the means of closing that gap—by raising the standards in the poor communities.

"I believe that the Federal Government should render financial aid where it is needed, and only where it is needed—in communities where farming does not pay, where land values have depreciated through erosion or through flood or drought, where industries have moved away, where transport facilities are inadequate or where electricity is unavailable for power and light.

"Such government financial aid should never involve government interference with state and local administration and control. It must purely and simply provide the guarantee that this country is great enough to give to all of its children the right to a free education."

sional Study, Policies of the Burlington School Board, Salaries and Withholding Tax, School Directory, and an Exhibit of Certain Forms Used.

According to the Statistical Report for 1934-44 there were 5,114 pupils, white and Negro, enrolled in the Burlington schools. The 11 schools, eight white and three Negro, were manned by 138 teachers and principals, 111 white and 27 Negro.

Supt. Erwin Requests \$5,700 Annually for Work in Special Education

The additional sum of \$5,700 annually has been requested by State Superintendent Erwin for the purpose of adding two new people, a director and a stenographer, to the staff of the Department of Public Instruction, who will work in the field of special education.

In making this request before the Advisory Budget Commission on October 12, Superintendent Erwin pointed out the need for someone who will work on a Statewide basis in an effort to provide the proper sort of training for both the mentally and physically handicapped. This person, Superintendent Erwin stated, should cooperate closely with other agencies, especially the Welfare and Health departments, the Blind Commission, the Orthopaedic Hospital in Gastonia, and the Rehabilitation Service of the Division of Vocational Education.

There are many cases, he stated, of boys and girls who, if their disability could have been detected when they were younger, they could have been provided with the means by which normal progress could have been made in school. There is a need for someone to ferret out these cases when their disability first occurs and steer them into the proper channels for remedial work. The money spent at this age of their lives, we are convinced, will save the State future expense in the rehabilitation of many of its handicapped children.

School Classification Not Made for 1944-45

The classification of elementary and high schools will not be made on the basis of the school operation in 1943-44, it is stated by Dr. J. Henry Highsmith, Director of the Division of Instructional Service for the State Department of Public Instruction, and thus in the new *Educational Directory* of 1944-45 the schools will simply be rated as "Accredited" or "Nonaccredited," as the case may be.

"We are not making a rating this year," Dr. Highsmith stated, "for the reason that all schools operated for nine months last year, and this fact automatically discontinued our Group II ratings, which were based on a term of 160 days."

"During this year," Dr. Highsmith stated further, "our staff will study this question and on the basis of the records for the present school year, we hope to have a new rating scheme based on objective standards to apply to both elementary and secondary schools. In devising these new standards it will be our sole purpose to promote the best possible training for the boys and girls in the schools. We realize that a good school must be concerned with many subjective elements not present in a set of objective standards. Objective standards, therefore, should be looked upon as the minimum criteria for creating a satisfactory situation for the education of boys and girls."

Audit Report Shows Increase In Teachers' Salaries

The Audit Report of the State funds expended for teachers' salaries in 1943-44 shows an increase in the amounts paid teachers over that paid in 1942-43. This increase, in the main, is due to two causes: (1) the ninth month and (2) the war bonus.

During 1943-44, the report shows, the 23,007 teachers employed, white and Negro, were paid an average annual salary of \$1,235.33. This was \$236.17 more than the average paid from State funds in 1942-43. On a monthly basis this figured \$137.26 for nine months or \$102.94 for 12 months.

As to white teachers, the report indicated the employment of 16,133 teachers, who received an average annual salary of \$1,258.55, or \$224.93 more than the average paid a white teacher in 1942-43. Figured on the monthly basis, this average was \$139.84 for nine months, or \$104.88 for 12 months.

In the case of Negro teachers another factor entered, besides that of term and war bonus, and consequently the increase for Negroes was greater. This was the factor of the increased funds for decreasing the difference in the white and Negro salary schedules. The report showed that the average salary paid Negro teachers was \$1,180.85 in 1943-44, an increase of \$263.22 annually over the average paid in 1942-43. On a monthly basis this average figured \$131.21 for nine months, or \$98.40 for 12 months.

1944-45 Educational Directory Goes To Press

The copy on the 1944-45 *Educational Directory of North Carolina* went to the press early this month, it is announced by L. H. Jobe, Director of the Division of Publications of the State Department of Public Instruction, who compiles this annual publication. Due to printing difficulties, however, Mr. Jobe stated that he didn't expect the *Directory* from the printer until about the first of the year. Printers are affected by the manpower shortage, allotment of paper, and at the same time a "busy season," since this is the period just before the convening of the General Assembly in January when there is an unusual amount of printing being done.

Increase Shown in Junior College Enrollment

Marked increase in enrollment in most of the junior colleges of the nation is shown by reports received this fall from more than 300 of these institutions by Walter C. Eells, Executive Secretary of the American Association of Junior Colleges, Washington, D. C. Almost two thirds of these junior colleges report an increase in enrollment over the same date last year, one fifth of them report no change, and less than one sixth report a decrease. Last year at the same time more than three fourths of the reporting junior colleges showed a decrease. Twenty-seven institutions reported increases of 50 percent or more. Eleven have more than doubled in enrollment this fall.

Many institutions, especially those for women, report capacity enrollments with many applicants refused admis-

sion. "Could have been twice filled if we had had room accommodations," comes from a Virginia junior college. "Largest freshman class in the history of the junior college," from a coeducational institution in Minnesota. "Necessary for us to turn away approximately 100 young women and approximately 25 young men because of a lack of dormitory rooms," from North Carolina.

"It may take several years to get back to prewar enrollment for the entire country," says Secretary Eells, "but the trend is now markedly upward again and should continue to increase as additional men are demobilized from the armed forces."

In almost 200 coeducational junior colleges reporting, the median percentage of men was stated to be 26 percent. In 17 institutions more than half of the students so far enrolled are men.

State Board Purchases 20 Army Trucks

The State Board of Education has purchased 20 ambulance trucks from the Procurement Division of the Treasury Department. These vehicles are 1941 Dodge trucks which have been used in army camps in North Carolina for training purposes. According to C. C. Brown, Director of Transportation for the State Board of Education, these trucks will be reconditioned and fitted with new bodies and then placed in operation as a part of the State's transportation system. Since these trucks will not hold quite as many pupils as a regular school bus, Mr. Brown stated, they will be placed in operation on routes where the needs are not quite as great as on a route where the school population is sufficient to fill a regular school bus.

The original cost of these buses to the State ranged from \$538.15 to \$778.75, depending upon their condition. With an average expenditure of \$1,000 for a new body and reconditioning expense, they will be put in operation at a total cost ranging from \$1,500 to \$1,800. A new regular school bus, Ford make, today costs approximately \$2,300.

United Nations Education Kit Available to Schools

In the belief that education must play an increasing rôle in forging world understanding, the U. S. Office of Education has cooperated with the United Nations Information Office in the preparation of a United Nations Education Kit, John W. Studebaker, U. S. Commissioner of Education, announced recently.

Teaching materials and visual aids in the kit may be used with high school or college classes as the basis for a unit of study on the United Nations. The kit may be effectively used with adult clubs and discussion groups.

The United Nations Education Kit may be purchased for \$3.50 from the United Nations Information Office, 610 Fifth Avenue, New York 20, N. Y. It is estimated that a sufficient number of copies of the pamphlets are included in each kit to make use of the kit practicable for groups of approximately 30 students. Additional copies of the materials may be purchased for use with larger classes.

WHAT OTHERS SAY

Unfair Attack On the Public Schools

The tremendous contribution of our free public school system to the strength of American democracy has been temporarily beclouded by superficial criticism of the schools in relation to the war effort. In America, as in England, a multitude of statements from both military and civilian sources have sprung up deploring the low educational level of men inducted into the armed forces. Certain columnists and in some instances even members of the teaching profession have publicized themselves by heaping criticism on the public school system.

It is time for a critical evaluation of the important part played by the public schools in implementing the war program.

Although the fatal day of December 7, 1941, found the nation almost without an army, navy or air corps, we did have a vast army of thousands of skilled mechanics trained under the vocational training program sponsored by the labor movement. The report of the Executive Council of the American Federation of Labor at the 1943 convention states that from July 1, 1940, to July 1, 1943, a total of 8,743,000 skilled workers had been trained in the regular and special courses of the vocational schools of the nation. This vast army of production, trained in the vocational schools alone, is today almost as large as all of the armed forces of the nation combined. So great has been the contribution of the vocational schools to the war effort that it is scarcely too much to say that we are winning a war through vocational and technical education.

However, the schools can no more lay claim to perfection than can any other important institution in American life. Education must improve itself in terms of weaknesses revealed by the war effort. Funds must be provided so the deficiencies in education may be removed. The criticisms of public education by the army and navy are conclusive proof that the national defense is dependent upon adequate educational facilities and that the 1941 convention of the American Federation of Labor was correct in its declaration that "Education is the first line of national defense and as such should be extended rather than curtailed."

In the postwar program of national defense it should be a matter of practical military procedure as well as a matter of child welfare to finance public education adequately, to reduce class size, to wipe out illiteracy entirely, and to provide facilities for health and recreation. Education, therefore, must become a Federal as well as a state and local responsibility. Federal aid must be provided to equalize educational opportunities and to assure adequate training and physical fitness for all the children of the nation. In all of our postwar planning there is nothing more important than to make the nation conscious of the fact that the strength of the United States in war or in peace

will depend ultimately on the education and care of the nation's children.—Irving R. Kuenzle in the *American Teacher*, October, 1944.

How One May Be a Better School Board Member

The business of the board of education, broadly is to employ executives, approve policies of administration, and otherwise look to the executives to deliver the goods. If the executives (superintendents) do not deliver, then it is the board's responsibility to replace them with men or women who will.

It is not the board's business to entangle itself in details of administration, no more so than it is the duty of a board of directors of a bank to check on the temperature of the banking house or the accuracy of bookkeeper No. 7.

Members of boards of education can expect only headaches and final disfavor from a large number of people if they persist in involving themselves in school details. They hurt nobody as much as they hurt themselves when they encourage teachers and janitors and bus drivers to route through them their problems and ambitions and grievances.

It would be a step toward sound administration of all county school systems if all boards of education would let it be known that all details of school administration (including personnel handling) should be routed through the superintendent's office before being brought to the attention of board members.

If this policy is not sound, then the hiring of staffs of superintendents is foolish.—W. Randolph Norton in the *Raleigh Register*, Beckley, W. Va.

Personality

The responsibility of developing and guiding meaningful experiences so that they will make possible the development of worthwhile social, character, emotional and other desirable aspects of the well-integrated personality is one of the major responsibilities of education today. Adjustment of the individual, both inward and outward, is of vital importance.—Robert H. Knapp in the *Nation's Schools*, September, 1944.

Student Participation In School Government

Student participation in government is not an extracurricular activity. It is basic to the very life of the school. This must be said in spite of the fact that it is often spoken of as an extracurricular activity and many of the references given in the article are books on extracurricular activities.

Participation in government should permeate every function of the school. It should be so much a part of the school that no one would ever come to school a single day without feeling that he had participated in the government of the school. No one can ever get out from under his government. It

should function in the classroom and on the playground. Every pupil who comes to school every time that he comes so that he can feel that it is his school and that it ran better today because he came to school instead of being absent.

If student participation in government is considered extracurricular, it is likely to deteriorate to the point where it consists of having the council's picture in the annual every spring.—Earl C. Kelley in *The Clearing House*, December, 1943.

Washington Notes

(Express News Letter, October, 1944)

Teachers of Social Studies: You may soon be able to bring the debates and discussions of Congress right into your own classroom by means of radio. Senator Claude Pepper, of Florida, has introduced a joint resolution (S. J. Res. 145) authorizing the broadcasting of the proceedings of the Senate and the House. It has been referred to the Senate Committee on Rules.

Teachers of Social Studies (continued): The U. S. Senate passed the Maloney Resolution providing for a Senate-House survey of the legislative machinery, with a view to modernizing some of the procedures of both bodies. In the House, Representative Monroney of Oklahoma hopes to get favorable action on a corresponding resolution. The effort to overhaul congressional machinery has a long history; concrete action is at last a probability in 1945.

Teachers of Music: Library of Congress researches show that the tune of "America," which the British use for their "God Save the King," was borrowed from the Germans, who sang a song called "Heil Dir Am Siegerkrantz" to this air. In turn, the Germans had borrowed it from the Swiss, who may have composed it before 1603. There is some evidence, however, that the song may have had its origin in Silesia, some years before the seventeenth century.

Teachers of Art: Representatives of 45 Washington organizations met last week to organize a chamber of arts, in order to make the nation's capital "the international center of art." Sponsor of the organization is Duncan Phillips, director of the Phillips Memorial Art Gallery.

Teachers of Science: The fourth nationwide science talent search to discover the country's most gifted science-minded high school pupils has been announced by the Science Clubs of America. At least 10, possibly 40, young people may receive scholarships to continue their scientific education by the time the search is completed. (See elsewhere in this BULLETIN.)

Teachers of Business Subjects: In the strongest statement yet issued by the U. S. Commissioner of Education on business vocational training, he urges teachers of office and distributive occupations to "give it to them straight"; in other words, to forget for business trainees questions of college entrance requirements and to concentrate on developing definite skills needed by business and industry.

INTERNATIONAL EDUCATION

Educators From 30 Nations Issue Pamphlet

Unofficial representatives, mostly educators, from 30 united and associated nations met during the first week in June on the campus of Hood College in Frederick, Md., to engage, as one member expressed it, "in the first effort by men and women from many nations to reach a meeting of minds on the kind of education suitable to build the free society for which great struggles are now being waged on battlefields around the world."

The resulting document, "Education for a Free Society," is now in page-proof as a 32-page pamphlet and will be off the press within a few weeks. It is being published by *The School Executive*, 270 Fourth Ave., New York 16, N. Y., and may be secured free from either that office or the office of the Liaison Committee.

A. A. U. W. Issues Study Material Kits

The American Association of University Women is compiling two kits of study materials, one on American foreign policy, and one on postwar reconstruction, with some emphasis in each on the problems of international education. "Education for International Security," "Let's Talk About Education and the People's Peace," and the report of the Hood College meeting of the International Educational Assembly, "Education for a Free Society," will be included in both kits, with some materials from the Association for An International Office for Education in each.

The new Associate in International Education, Dr. Helen Dwight Reid, is planning to prepare a brief annotated bibliography. It will be available by September and may be obtained on request from A. A. U. W. headquarters.

Active support is being given to the project for international cooperation embodied in the draft constitution of the London Conference of Ministers of Education now under consideration in the Department of State.

U. S. Office of Education and American Junior Red Cross Develop Plan of Celebration

The U. S. Office of Education and the American Junior Red Cross have developed a plan of cooperation which will "provide for the voluntary participation of boys and girls in the public schools of the United States in programs to assist in the educational rehabilitation of liberated areas." The plan follows:

1. The Office of Education will send a letter to state superintendents, telling them of the needs of the European countries for school aids which may be appropriately provided by boys and girls in the schools through channels of the

American Junior Red Cross; of our understanding of the willingness of the Red Cross to collect, transport and distribute materials collected, produced or purchased by boys and girls in the schools; of our understanding of the policies relative to the administration of the National Children's Fund of the American Junior Red Cross, which applies the voluntary contributions of the boys and girls in the schools to support of the large projects which cannot be forwarded by gifts in kind; of the fact that the local Red Cross chapters are prepared to deal with schools to extend the Junior Red Cross program to include this service; and of the desire of the U. S. Office of Education that state superintendents extend their general approval of the American Junior Red Cross program by recommending this proposal to the schools of their respective states.

2. The Office of Education, from time to time, will issue in *Education for Victory* notices of and reports on plans of cooperation between the schools and the Junior Red Cross.

3. The Red Cross and the Office of Education will advise the Department of State of the plan agreed to by the Red Cross and the U. S. Office of Education:

(a) That the Office will assist the American Junior Red Cross in getting the plan for the contribution of materials by schools under way in the schools of this country.

(b) That the American Junior Red Cross will be responsible for the collection of the materials from the schools and for their transportation and will maintain the National Children's Fund so as to provide the opportunity for the support of programs of assistance through contributions of money.

(c) That the American Red Cross, in its responsibility for the distribution of the materials and the administration of National Children's Fund projects in Europe, will establish such clearance with the State Department as will facilitate the program and prevent duplication of effort.

(d) That the Department of State be asked to transmit for the Office of Education communications to the ministries of education in countries where it is proposed to render such services. Such communications will describe the plan of cooperation between the American Junior Red Cross and the U. S. Office of Education, giving some details about the services to be rendered and the policies and procedures of the Red Cross which will apply in carrying out that service.

(e) That the American Red Cross will utilize channels created by existing international Red Cross agreements to the fullest extent in securing information on those needs which may be met most appropriately by the distribution of materials and by the financing of projects which would assist in educational rehabilitation.

(f) That the American Junior Red Cross will maintain such staff as may be necessary to discover needs, plan for distribution and inaugurate projects of

the National Children's Fund, but will rely primarily on the organizations, institutions and regular local controls of the groups assisted to direct the application and the development of the programs of assistance.

In Guatemala Schools Are An Issue

Education was a major issue in the not-too-violent revolution which took place in Guatemala this summer. Gen. Federico Ponce overthrew Gen. Jorge Ubico in a change of government during which "one of the most insistent demands was for the liberalization of schools," according to the *New York Times* correspondent from Panama. The schools had been regimented and militarized under General Ubico. Among the first acts of the new head of the government was to cancel the tuition of students in arrears and abolish tuition in a number of schools.

Committee on International Education and Cultural Relations Urges Passage Of H. R. 4324

Before the Committee on Foreign Affairs of the House of Representatives is H. R. 4324, intended to provide legal foundation for the further development of this government's program of international relations with other nations of the world. The following resolution was adopted by the Committee on International Education and Cultural Relations of the A. C. E. and sent to Congressman Bloom:

"In the interest of cultural life within the United States, of the position of the United States among other nations of the world, of fruitful reconstruction and the attainment of a durable peace, we urge upon the Committee on Foreign Affairs of the House of Representatives and upon the Congress of the United States the passage of Bill H. R. 4324. The bill is in the best spirit of the American tradition, is warranted by our experience in intercultural relations with other nations of the western hemisphere, and is an essential prerequisite for wise American action during the coming years."

Democracy Council Endorses Draft Constitution for Int'l Educational Body

The Council for Democracy, 11 West 42nd St., New York 18, has sent out a circular, "Write Now," endorsing the draft constitution for a United Nations Office for Educational and Cultural Reconstruction which is before the Department of State, and urging people to write their newspapers in an attempt to "make their communities fully conscious of the place education ought to have in the maintenance of the peace after the war is won."

LAWS, RULINGS AND OPINIONS

Compulsory Attendance Law; Dismissal of Pupils; Mental Defectives

In reply to inquiry: Receipt is acknowledged of your letter with reference to a child in your school who might be classed by a psychiatrist as feeble-minded. You inquire as to the procedure to be followed in relieving the school of the responsibility for this child.

The compulsory attendance law contemplates that all children in North Carolina between certain ages should receive some type of training. The type of school in which such training is to be received must, to my mind, be determined by the mental or physical condition of the particular child in question. If a child is a normal, healthy child, it should attend the public schools or a school which is included in the definition of "schools" as contained in the school law.

G. S. 115-303, which is a portion of the compulsory attendance law, provides that mental incapacity shall be an excuse for nonattendance and is interpreted to mean feeble-mindedness or such nervous disorder as to make it either impossible for such child to profit by instruction given in the school or impracticable for the teacher properly to instruct the normal pupils of the school. This section authorizes the teacher in her reports to the county superintendent of public welfare to designate the feeble-minded children in her class, and when this is done, it becomes the duty of the county superintendent of public welfare to report these cases to the State Board of Charities and Public Welfare. The State Board of Charities and Public Welfare is then required to make or cause to be made an examination to ascertain the mental incapacity of each child named in such report and report the same to the county or city superintendent involved. Upon receipt of this report, the local school authorities are authorized, under such limitations and rules as the State Board of Education may adopt, to exclude such children from the public school when it is ascertained that such children cannot benefit by said instruction and that their presence becomes a source of disturbance to the rest of the children. In case of exclusion from school a complete record of the whole transaction must be filed in the office of the county or city superintendent and kept as a public record.

It appears to me that you should follow this course of procedure in the case about which you inquire.

I also refer you to G. S. 115-145, which authorizes a teacher in a school having no principal, or the principal of a school, to suspend any pupil who wilfully and persistently violates the rules of the school or who may be guilty of immoral or disreputable conduct, or who may be a menace to the school. In case of suspension for cause, it must

be reported at once to the attendance officer, who is required to investigate the cause and deal with the offender in accordance with the rules governing the attendance of children in school. This section might afford you some temporary relief prior to the time you may be able to secure action under the provisions of G. S. 115-303.—Attorney General, October 11, 1944.

Pupil Must Be Six Years Old On or Before October 1 of Year of Enrollment

In reply to inquiry: I acknowledge receipt of your letter in which you set out certain facts relating to one of your children who will become six years of age October 4, 1944. You state that the school authorities at _____ have refused to permit your child to enter school because of a school regulation, and you seem to feel that this office could give your child authority to enter school this year.

The authority for entering pupils in school is not a regulation, but a statute passed by the Legislature of North Carolina, and its terms and conditions cannot be changed or altered in any case except by legislative act. This statute provides:

"Children to be entitled to enrollment in the public school for the school year one thousand nine hundred and thirty-nine-forty, and each year thereafter, must be six years of age on or before October first of the year in which they enroll, and must enroll during the first month of the school year." N. C. General Statutes, Section 115-371.—Attorney General, October 2, 1944.

Liability of Parent for Acts Of Minor Child Driving School Bus

In reply to inquiry: I have your letter of September 11, enclosing a letter from Mr. _____, Superintendent of the _____ County Schools, in which Mr. _____ writes as follows:

"I have a school girl whose father is willing for her to drive a school bus for the coming year provided you will write me a letter stating that he would not be responsible in case of an accident of the bus which his daughter might be driving. I am sure that no responsibility would attach to a parent who signed the application for his daughter's drivers' permit, but he wants it in black and white."

Under our law the parent of a minor child is not liable for the acts of a child resulting in injuries to another, unless the acts are committed in the presence of the parent. We have in this State a line of cases which hold that a parent may be responsible for the injuries done by a minor child driving what is called "the family automobile" but these cases are based upon the theory that, in driving the family automobile, the child is acting as the agent of the parent. The liability is

based upon the theory of the agency rather than the relationship of the parent and child. *Bollinger v. Rader*, 153 N. C. 488; *Linville v. Nissen*, 162 N. C. 95; *Taylor v. Stewart*, 172 N. C. 203; *Bowen v. Newborn*, 218 N. C. 423; *Hawes v. Haynes*, 219 N. C. 535.—Attorney General, September 12, 1944.

Soliciting Teachers and Pupils During School Days

In reply to inquiry: I acknowledge receipt of your letter, enclosing a letter from Hon. _____ of _____, calling my attention to Section 14-238 of the North Carolina General Statutes which prohibits the solicitation or sale of articles of property to teachers and pupils during the school day. In Mr. _____ letter he states that there is no question in his mind but what this section prohibits soliciting or selling articles to teachers and pupils on the school grounds, but raises the question as to whether or not it is applicable to a merchant who operates as establishment near the school grounds, and then only when the teacher or pupil visits his place of business.

While I think there is considerable merit to the position taken by Mr. _____, I cannot, because of the penal provision of the statute, construe it otherwise than that it prohibits the solicitation or sale of any article of property to any teacher or pupil either on the school grounds or elsewhere during the school day.

It will be noted that this section can be waived by the merchant obtaining written permission from the superintendent, principal or other person in charge of the school so that a merchant under the circumstances in Mr. _____ case could request the proper school official to authorize him to make sales during the school day, and if such official does not consider it objectionable, he may authorize such sales.—Attorney General, October 16, 1944.

Provision for School Building, Equipment

School buildings, properly lighted and equipped with suitable desks for children and tables and chairs for teachers, are necessary in the maintenance of a nine-months school term.

It shall be the duty of the county board of education, with respect to county administrative units, and the boards of trustees, with respect to city administrative units, to present these needs and the cost thereof each year to the county commissioners. The county commissioners shall be given a reasonable time to provide the funds which they, upon investigation, shall find to be necessary for providing the respective units with buildings suitably equipped, and it shall be the duty of the county commissioners to provide the funds for the same.—Section 115-83, General Statutes of North Carolina, 1943.

FROM THE PAST

5 Years Ago

(Public School Bulletin, November, 1939)

To promote the teaching of public school music the State Department of Public Instruction, in coöperation with the State Federation of Women's Clubs, is holding two series of conferences on public school music throughout the State.

Beginning this year with six administrative units the State Textbook Commission (Division of Textbooks) will handle library books.

On October 12th the Board of Trustees of the Elizabeth City State Teachers College elected Mr. Harold L. Trigg, member of the Division of Negro Education, as president of that institution to succeed the late President John Henry Bias.

A series of conferences for principals of Negro High Schools are being held throughout the State.

40 Years Ago

(Biennial Report, 1902-1904, State Superintendent of Public Instruction)

| | |
|--|---------------|
| Raised by local taxation | \$ 338,819.57 |
| Public school fund | 1,901,515.55 |
| Value of public school property | 1,908,675.00 |
| Spent for new houses | 179,679.38 |
| School population | 686,009 |
| Enrollment | 489,935 |
| Average attendance | 293,874 |
| Average salary of white teachers per month | \$ 29.05 |
| Number of rural school libraries | 877 |
| Volumes in libraries | 83,315 |
| Value of libraries | \$ 23,310.00 |
| Number of school districts | 7,674 |
| School term in weeks | 17 |
| Number of local tax districts | 229 |
| Number of log houses | 508 |
| Districts without houses | 527 |

50 Years Ago

(Biennial Report, 1892-1894, State Superintendent of Public Instruction)

HON. JOHN C. SCARBOROUGH,
Raleigh, N. C.

DEAR SIR:

During the summer of 1894, in accordance with the appointments made for me by you, I conducted Teachers' Institutes in the counties of Duplin, Wayne, Lenoir, Carteret, Chatham and Randolph.

About four hundred teachers attended these Institutes. In most of the counties visited by me the interest manifested in the work of the Institute by the teachers and the public was gratifying and encouraging. Teachers and superintendents were faithful and earnest in the discharge of their duties. It was my constant purpose to make my work with the teachers as suggestive, stimulative and practical as possible.

Respectfully,

J. Y. JOYNER.

Sayings of Horace Mann

The common school is the greatest discovery ever made by man.

Education is our only political safety. Outside of this ark, all is deluge.

Teaching is the most difficult of all arts and the profoundest of all sciences.

The highest service we can perform for others is to help them to help themselves.

Had I the power I would scatter libraries over the whole land as the sower sows his wheatfield.

I beseech you to treasure up in your hearts these, my parting words: Be ashamed to die until you have won some victory for humanity.

I hold treason against this government to be an enormous crime; but great as it is, I hold treason against free speech to be incomparably greater.

If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education. — *Kansas Teacher*.

Great Britain to End Old School Tie?

A committee of British educators, headed by Lord Fleming, suggested that the exclusive "public schools" (Eton, Harrow, etc.) shall admit up to 25 per cent of boys from the working class and lower middle class. These would be chosen on the basis of their elementary school records, and their expenses paid by the government. The plan now goes to President of the Board of Education, R. A. Butler.

Sad Listening in Hitler's Germany

German children must now listen to the daily reports of the progress of their armies. Under a decree issued by the Nazi Minister of Education, teachers must read to their children the communiques of the German High Command. This report came by way of Reuters News Agency, which recorded it from the German radio.

Association for Childhood Education to Study Educational Questions

The Association for Childhood Education is urging its 460 branches to include in their 1944-45 program plans some study and discussion of the broad educational questions connected with the war and postwar period. As background material the president of each branch is receiving a copy of "Education for International Security" and "Education for a Free Society."

FROM THE PRESS

Carteret. The Carteret County Department of Education is advertising for teachers and a bus mechanic. Other departments of education throughout the country have been forced to take the same action because of the constantly dwindling supply of teachers.

It used to be that there were more teachers than you could shake the proverbial stick at, but the war came along and many entered service and others went to more lucrative positions. Each year sees the shortage become more pronounced in spite of the fact that young men and women are still preparing themselves for this field of activity.

It may be necessary for the country to offer teachers more money if they are kept in the school rooms. Many have remained in service because of a certain indefinable patriotism, but when living costs go up as rapidly as in the last year more money is necessary in spite of how one may think or feel.

Teachers have always earned less for the type of work they do than any other profession. Common labor is drawing more than high school teachers these days. You might search the whole State and you wouldn't find a teacher earning \$1.50 an hour. Yet there are thousands of laborers making that much and with hardly enough education to read instructions.

To attract the best in the teaching profession North Carolina must raise teachers' salaries before another year rolls around. Either this or find itself without enough teachers to man its schools. — *The Times*, Morehead City.

Iredell. Formal approval of the installation of a new 5,850-gallon overhead water tank at Scotts High School was given by the County Board of Education at their meeting Monday.

Kannapolis. An army station wagon has been purchased by the Kannapolis city school system to be used in connection with school activities.

Durham. Report on the book rent collections in the city schools for the period of September 18 through October 7 revealed that a total of \$11,342.92 has been paid.

Wake. A total of \$8,664.80 was collected in Wake County schools in book rental fees during the first week of school, according to Randolph Benton, superintendent.

Chatham. Thirteen schools in Chatham offered lunches last year; 12 this year. Within the past four years the county commissioners have appropriated around \$45,000 for lunchrooms in this county. A \$6,000 lunchroom is now being completed at one school, and a cannery for the lunchroom project is being planned.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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MOORESVILLE SCHOOL BAND

December 1944
Vol. IX » No. 4

In This Issue . . .

| | PAGE |
|---|------|
| State Superintendent's Letter..... | 2 |
| Editorial Comment..... | 3 |
| Cover Picture (box)..... | 3 |
| Educational Levels Are Shown for Enlisted Personnel..... | 4 |
| Former Supt. Aycock Is Awarded Legion of Merit..... | 4 |
| Washington Notes (box)..... | 4 |
| Museum Issues Booklet On Poisonous Snakes of Eastern U. S..... | 4 |
| Movie Depicts Science Talent Search..... | 4 |
| Educational Measures Favored by Grange.... | 4 |
| Supt. Erwin Says Education Must Compete With Business..... | 5 |
| Justice Now Stationed at Arlington, Va..... | 5 |
| Superintendents Desire Assistance In Instructional Leadership..... | 5 |
| Grady Sophomore Class Raises Money by Selling Magazine Subscriptions..... | 5 |
| Miss Perkins Elected New N.C.E.A. Sec'y | 5 |
| No Further Cut In Book Paper Expected | 5 |
| Former County Superintendent Says Local Taxes Unconstitutional..... | 6 |
| Schools Sponsor Much War Material In Bond Drives..... | 6 |
| Three New Publications Are Announced..... | 6 |
| International Organization Proposals of Dumbarton Oaks Conference Distributed | 6 |
| Legion Auxiliary Will Sponsor Essay Contest | 6 |
| Winners In Negro Essay Contest for 1944 | 6 |
| Education Has a Number of State Planning Groups..... | 7 |
| Durham City School Issues Personnel Directory..... | 7 |
| White High Schools Have Audio-Visual Equipment..... | 7 |
| Erwin Favors Higher Salaries Than Board Recommends..... | 7 |
| Jenkins Is Named Head of Union County Schools..... | 7 |
| State School Facts..... | 8, 9 |
| P. T. A. President Makes Prophecy for the Schools of North Carolina..... | 10 |
| Vocational Rehabilitation Staff Holds Conference..... | 10 |
| Teachers' Bulletin On Inflation Issued..... | 10 |
| Guidance Practices Increase In High Schools of State..... | 10 |
| Chas. H. Warren Returns As Head of Rehabilitation Service..... | 10 |
| Bible Teachers Issue Curriculum Guide..... | 11 |
| Need for Paper, Tin and Rags Still Exists | 11 |
| Nation's Boys and Girls Invest Billion Dollars In School War Savings..... | 11 |
| Tuition Rates May Be Charged for Education of Veterans..... | 11 |
| George Bill Provides for Planning of School Buildings..... | 11 |
| Board of Education Amendment Is Passed by 57,000 Majority..... | 12 |
| Agriculture Teachers Plan Course for Veterans..... | 12 |
| V-Mail Letter Contest (box)..... | 12 |
| School-Health Program Covers Five Counties | 12 |
| Schools Asked to Coöperate In CAP Training Program..... | 12 |
| Cash Awards Offered In Essay Contest..... | 13 |
| School Administrators to Hold Five Regional Conferences..... | 13 |
| Procedure Outlined for Allowing Credit to Veterans for Service Training..... | 13 |
| Books About Christmas..... | 13 |
| International Education..... | 14 |
| Laws, Rulings and Opinions..... | 15 |
| From the Past..... | 16 |
| Keeping Christmas..... | 16 |
| From the Press..... | 16 |

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No. 4

STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

December 10, 1944.

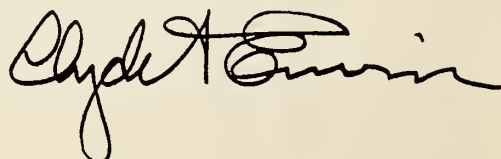
To Superintendents, Principals and Teachers:

I wish to call your attention to the oratorical contest conducted annually by the American Legion and the essay contest sponsored by the American Legion Auxiliary. These two contests, in my opinion, are worthy of commendation and should be participated in by a large number of high school students. As you know, Mr. and Mrs. Victor R. Johnson, Pittsboro, are chairmen of the committees from these two organizations which have charge of the contests. The rules governing the contests may be secured from them.

The subject for both the oratorical contest, *The Constitution in a Changing World*, and the essay contest, *Thomas Jefferson: His Contribution to American Democracy*, are timely and have a significant place in American history. I feel, therefore, that every student entitled to participate under the rules of the contest should be strongly urged to do so. Never in the history of our country has the importance of the Constitution and our American way of life been so tested as it is today.

I hope you will encourage wide participation in these contests for this primary reason. Of course, there are prizes offered in each contest, and school credit may be given; but these are secondary to the main objective of giving our boys and girls a broader knowledge of the fundamental principles of the American form of government.

Very truly yours,


State Superintendent of Public Instruction.

EDITORIAL COMMENT

Cost of Living and Teachers' Salaries

As living costs have gradually increased since the beginning of the war, salaried white-collar workers, particularly teachers, have noted that their purchasing power has diminished. Although the teachers of the State and nation must maintain a more expensive standard of living than other workers, their income has increased far less than many other groups. Then, too, teachers must expend a far greater amount in preparation for their professional duties. Many a high school graduate who has taken a short refresher course now makes more than twice the amount his teacher receives.

The cost of living, everyone will admit, has increased considerably since January, 1941. The Bureau of Labor Statistics gives this increase as 22.8 percent, but the CIO has issued a report stating that wartime living costs have risen 45.3 percent for wage earners and lower-salaried employees throughout the country. This latter percentage compares favorably with the 45 percent rise in farmers' living costs as reported by the U. S. Bureau of Agricultural Economics. This percentage, which also has the endorsement of the National Commission for the Defense of Democracy Through Education, is based upon the following factors:

"(1) Higher dollars and cents prices, (2) quality deterioration, (3) forced trading up, (4) disappearance of low-priced items, (5) decline in special and week-end sales, (6) greater increase in restaurant prices than in the prices of food consumed at home, (7) greater increase in prices of all foods than in the prices of the 61 sample foods in the Bureau of Labor Statistics Index, (8) forced shifts to higher-cost stores, (9) greater increases in rents for boarding-house rooms, furnished dwellings, trailers, etc., than in rents of unfurnished houses, and (10) enforced purchase of homes and forced renting of higher-priced houses due to shortage of low-cost houses for rent."

These facts seem to indicate that workers in the lower salary brackets, where more teachers are found, are actually combatting a 45 percent rise in cost of living instead of 23 percent. It also indicates that the teachers of North Carolina who have always ranked low among the states in salaries received should be given a substantial increase in their salaries to be effective as soon as the General Assembly can pass a law making provision for the increased payments. The schedule recommended by Superintendent Erwin is none too high. It should be made effective as of January 1, 1945, however, while the need is still acute.

Compulsory Military Training

Granting that there are many valuable considerations to be gained from military training, including discipline and physical training, we do not believe

that now is the time for Congress to enact legislation that will require one year of such training for 17- and 18-year-old boys.

In the first place, the enactment of such legislation now is inconsistent with the efforts of the nation to obtain a permanent peace after the war. The passage of a law of this kind would seem to say that we as a great nation agree with other nations that there should be an organization to insure the future peace of the world, but that we don't believe that it will work that way and so we on our own must keep our male citizenship trained in a military way for an inevitable war. It seems to us, therefore, that all our efforts at this time should be directed toward a satisfactory peace.

In the second place, it appears to us that if only a part of the expenditure of funds required for the proposed military program were spent in strengthening the public schools, it would be of far greater value to the nation both from a military standpoint and from the standpoint of the social and economic worth of the country. It is a well-known fact that those in the military services of the nation now were better trained both mentally and physically than those in World War I, and yet large numbers were rejected because of inadequate training. The standards are higher for military service in this war. Then, too, the statistics released cover only the so-called drafted men, not including those who volunteered for particular services. It has been shown over and over that the states differ greatly in their abilities to provide a satisfactory educational program. It seems to us, therefore, that the Federal Government should provide financial aid to strengthen the nation's present 12-year program of instruction, including adequate health services and physical education program rather than launch a new program of universal military training at this time.

Tar Heel History

Our regular column, "Tar Heel History," has been discontinued, we regret to report. This column was prepared for us by Miss Beth Crabtree, of the State Department of Archives and

History, who has recently resigned to accept work in another state. We are advised by Dr. C. C. Crittenden, the head of that department, that no other person on his staff has the time to prepare the articles in order that the column may be continued, and so we were forced to stop it. We want to express our appreciation and that of our regular readers who liked this column to Dr. Crittenden for preparing the many articles on Tar Heel History for this publication and the hope that the column may be resumed in the near future.

Federal Aid Again

Now is the time for every person interested in Federal aid for education to write his Senator and Congressman and to get other people to do likewise, urging their support for S.637 and H.R.2849. The Senate bill is now on the calendar, and in all probability the House bill will be reported out this month. The Senate bill is minus the Langer amendment, which caused the bill to be sent back to the committee a year ago. There is, therefore, no good reason why there shouldn't be a favorable vote on both bills at this session of Congress.

There are those who say that the Federal Government cannot afford to appropriate \$300,000,000 to the states for aid to education. And yet in 1943 the government paid out \$1,091,204,701 to the states and is in the midst of paying a similar amount in 1944. For educational services alone, a total of \$163,072,702 was granted to the states in 1943. In addition \$24,370,999 was spent in public health service, and \$12,081,120 for children's welfare in the form of direct grants to the states. Then, too, \$450,041,436 was paid out by the Social Security Board and \$364,307,547 for public roads and other community facilities in 1943. No doubt these grants will be and should be continued. And yet nothing has been granted to the states for the purpose of equalizing the childhood opportunity other than for the support of land-grant colleges and vocational education. Surely, a nation that has the power to appropriate huge sums of money to the states for certain purposes, a nation that has the power to call on all of its citizens to give military service during times of war and has seen from experience the need for more training, both mental and physical, on the part of its youth, surely that nation should not hesitate to provide \$300,000,000 annually, only a fraction of the amount used in prosecuting this war, for educational purposes. This amount of money wisely spent in the states could, if desired, be justified as a proper expenditure for a more efficient military service, for it is spread over a training period of 12 years; but it can be justified more properly on the basis of the need for assistance in the states in order that all youth in the nation as a whole will have an opportunity for greater service to their country during peace times.

Cover Picture

The Mooresville School Band is just a little over a year old, having been organized at the beginning of last school year. This band has made steady progress; it now has 56 pieces, complete with instruments and uniforms. The high school principal, Edwin R. Poole, is director; he is assisted by Miss Merie Scott and W. F. Warlick. Plans have been made to start a beginners band under Mr. Warlick. The high school band is being directed by Miss Frances Walker. E. C. Cunningham is superintendent of the Mooresville schools.

Educational Levels Are Shown For Enlisted Personnel

The approximate percentage of the total 11,000,000 men and women enlisted in the armed services by levels of education are shown in a recent statement issued by the U. S. Office of Education. Of the 10,800,000 men in service in April, 1944, approximately 1,500,000, or 13.4 percent, had some college education, 6,000,000 had been to high school, and 3,200,000 attended grade school only.

The nearly 200,000 women were better educated than the 10,800,000 men, the figures show. Approximately 40,000, or one fifth, had been to college, nearly three fourths, or 150,000, to high school, and approximately 10,000 to grade school.

On educational year levels the percentage distribution for both men and women is shown to be as follows:

| | Men | Women |
|-------------------------|--------|--------|
| 4 years or more college | 3.1 | 6.7 |
| 3 years college | 1.7 | 1.9 |
| 2 years college | 3.4 | 5.4 |
| 1 year college | 5.2 | 6.1 |
| 4 years high school | 24.7 | 50.6 |
| 3 years high school | 11.7 | 8.8 |
| 2 years high school | 12.1 | 11.3 |
| 1 year high school | 8.7 | 3.8 |
| 1-8 years elem. school | 29.4 | 5.4 |
| TOTAL | 100.00 | 100.00 |

Medium level of education of soldiers in this war is the second year of high school, whereas that level was only the sixth grade grammar school in the last war. In this war 23.3 percent of our fighters had completed four years of high school in contrast with only 3.5 percent of the soldiers in the previous war. The two largest groups in both wars included those who had completed no more than five to eight years of grade school, with a percentage of 29.4 in this war as against 55.5 percent in the last war.

"Pending completion of a comprehensive poll," the Office of Education states, "of the education and vocational intentions of a representative sampling of members of the armed forces, it is believed that (these figures) may be of some use to educators in estimating where the educational load (of those who return to school or college after the war) will fall."

Former Supt. Aycock Is Awarded Legion Of Merit

First Lt. Frank B. Aycock, Jr., formerly superintendent of schools of Currituck County, who is now stationed at Fort Bliss, Texas, where he is an instructor, has been awarded the Legion of Merit, it has been recently announced.

Lieutenant Aycock, the citation accompanying the award states, was given this award for "exceptionally meritorious conduct in achieving outstanding results from research in the field of automatic weapons gunnery." The research which he conducted on his own initiative has resulted in a major contribution toward the development and perfection of the new standard of proficiency in the emplacement and firing of the 44 mm. fire unit.

Lieutenant Aycock entered the service in January, 1942. After taking training at several camps, he was one of the two men chosen to serve as instructors in the antiaircraft school at Camp Davis. This camp was transferred to Fort Bliss, Texas, early this fall.

Washington Notes

Teachers of Literature. Because the dates November 19-25 include the tercentenary of Milton's *Areopagitica* they have been chosen by the American Library Association as Freedom of the Press Week. During this week, the nation's public libraries will reaffirm the right "of the individual to read anything of public value and interest, whatever racial, political and religious issues may be involved, so long as the national security is not threatened." » » » When Mrs. Eleanor Roosevelt celebrated her 60th birthday at the White House, she was asked what she would prefer doing in case she does not return to the Executive Mansion as First Lady after the 1944 elections. She replied: "I should like to have a job visiting teachers colleges. . . . I want to help students learn to love English literature instead of studying it as a chore."

Rural School Librarians. The Surplus Property Administration has received a proposal to salvage millions of army camp library books and use them in starting rural school and public libraries.

All Teachers. The War Food Administration is asking you to help discourage the pea-shooting fad among school children. The supply of beans for this pastime has been exhausted in some communities, and the WFA has had to dip into war stocks of beans to supply civilian use. Some variety stores which have sold out of beans have experienced a run on split peas. "The thing is no longer funny," say WFA officials.

Museum Issues Booklet On Poisonous Snakes of Eastern U. S.

The North Carolina State Museum has issued a 16-page illustrated booklet on "Poisonous Snakes of the Eastern United States with First Aid Guide." The booklet was a joint undertaking by Harry T. Davis and C. S. Brimley. The snakes described are the coral snake, the highland moccasin, the water moccasin, the massasauga, the pigmy rattlesnake, the diamondback rattlesnake, the banded rattlesnake and the canebrake rattlesnake.

A description of each of these deadly snakes is given, together with their habitat, food, and size and number of reproduction. A separate section of the booklet is devoted to "Snake Bites and First Aid."

Copies may be procured from the N. C. Bird Club, which sponsored the booklet, Box 2281, Raleigh, N. C., at ten cents per copy.

Movie Depicts Science Talent Search

The film, "Scientists for Tomorrow," which tells the fascinating story of the annual science talent search, now is available for showing in high schools and before other school and civic groups. The search, now in its fourth year, is administered by Science Clubs of America and sponsored by the Westinghouse Electric & Manufacturing Co.

In depicting the selection of two score most scientifically promising boys and girls from 15,000 entrants, the film takes its audience from the school classroom, where the search begins, to the exciting climax in wartime Washington, where the outstanding students attend the five-day Science Talent Institute with all expenses paid.

At the Institute, the two Westinghouse Science Grand Scholarships of \$2,400 each are awarded to the outstanding girl and boy, and eight other Westinghouse Science Scholarship awards of \$400 each are made. An additional \$3,000 in scholarships may also be given at the discretion of the judges.

Opening with a showing of some of the marvels of scientific achievement today, the film outlines activities of the nation's science clubs. Then, after showing interested students taking prepared examinations under the direction of their own science teachers, the film depicts activities along the route to the final selection of winners. Participants' papers are graded by noted men of science and education and, through a system of further study of their talent, the finalists are chosen to make the trip to the nation's capital.

Scenes taken at this year's Institute show the youthful aspirants demonstrating their favorite projects before leading scientists and educators and discussing their favorite subjects with the nationally known authorities. In another scene they engage in a lively exchange with Vice President Henry A. Wallace.

The film "Scientists for Tomorrow" is available for showing, without charge, through the Motion Picture and Speakers Bureau of the Westinghouse Electric & Manufacturing Co., 306 4th Ave., Pittsburgh, Pa.

Educational Measures Are Favored by Grange

At its annual meeting held in Raleigh last month, the State Grange passed several resolutions relating to public education. These educational measures were the following: Federal aid to education, higher salaries for teachers, raising the compulsory attendance age to 16 years, expansion of vocational education, continuation of the school lunch program, and adoption of the State Board of Education amendment to the Constitution.

While the Grange members voted favorably on the general merits of the Federal aid bill, they added a clause to their resolution which read: "We are definitely opposed to any interference on the part of the Federal Government in the administration of the public school program in this State."

Supt. Erwin Says Education Must Compete With Business

If our classroom teaching is to be kept from being reduced to mediocrity, then North Carolina schools must compete with business in terms of salaries paid teachers, State Superintendent Erwin told the Lions Club of Raleigh recently.

Superintendent Erwin spoke on the topic "Needs of Our Schools in Terms of Legislation." Besides the larger salaries of teachers, which he advocated in a range from \$125 a month for the beginning teacher holding a class A certificate to \$200 to the teacher with 11 years experience who holds the graduate certificate, Superintendent Erwin pointed out the need of legislation in the field of school attendance. He recommended that the maximum compulsory school attendance age be raised from the present 14 year limit to 16 years. It is within this age period, he stated, that the problems of juvenile delinquency occur most frequently.

Superintendent Erwin also recommended that there should be a program of supervision to help teachers and thus increase the efficiency of instruction. A fourth need pointed out by Superintendent Erwin was that of a reserve building fund from which the local units could borrow to expand the present school facilities and replace old, wornout buildings with modern, up-to-date structures.

Justice Now Stationed at Arlington, Virginia

S. Marion Justice, State Supervisor of Occupational Information and Guidance, now on leave with the armed services, has recently moved from Madison, Wis., to Arlington, Va., where he is officer in charge of the unit within the Educational Service Section, Bureau of Naval Personnel, which has cognizance over navy participation in the U. S. Armed Forces Institute and its overseas branches. Mr. Justice has a lieutenant rating.

Lieutenant Justice entered the naval services on June 28, 1943. After a brief training period in Washington, he was sent to Madison, Wis., as navy guidance officer to the U. S. Armed Forces Institute. During his absence Miss Ella Stephens Barrett has been employed as Acting Supervisor of Occupational Information and Guidance.

The Armed Forces Institute offers correspondence and group study courses to members of the armed forces on active duty. One group of these courses, offered directly by the Institute, consists of 225 correspondence courses and around 240 self-teaching or group study courses. The other, offered through the Institute by approximately 85 cooperating colleges and universities, offers around 2,000 individual correspondence courses. The Institute also furnishes to educational institutions and employers upon request of a service man, official information concerning his in-service military training and experience.

Approximately 300,000 service personnel have already enrolled individually for courses. Many thousands more are studying in group classes during off-duty time.

Superintendents Desire Assistance In Instructional Leadership

Replies to a questionnaire sent out recently to the 170 superintendents by a finding committee of the Supervisors' Department of North Carolina Education Association reveal a desire for instructional leadership assistance in the schools. The report on the types of services desired by the superintendents shows a variety of answers from the 124 superintendents who replied. According to the report, this apparent diversity of opinions is due to the fact that "the committee assembled the material in the wording that the superintendents gave."

In reply to the question, "Will you list the types of services that you would want in your administrative unit from an instructional leader provided you had that service?" 40 specified "coöperative supervision"; 28 said aid in the selection of textbook materials; 19 gave the selection and building of an effective curriculum; 15, coördinating the work of the system; 13, to foster in-service growth of teachers; 12, special help with beginning teachers; 10, improved use of tests and testing follow-up; nine, evaluation in order to improve weak spots; seven, improve county teachers' meetings; six, someone who can go to aid of teachers when they feel they need help, and smaller numbers for numerous other services.

As to the title of this assistant, the greatest number, 78, expressed no objection to the name "Supervisor," whereas 35 objected to that title. Thirty-nine had no objection to "Supervisor," but preferred some other title. As to titles preferred, 40 liked "Director of Instruction"; 27, "Helping Teacher"; nine, "Supervising Teacher," and two, "Director of Curriculum."

In replying to the question as to whether a person qualified to do the work desired were available the 124 superintendents were divided as follows: 72 had such persons, 39 did not have a person available, and 13 made no reply.

Grady Sophomore Class Raises Money by Selling Magazine Subscriptions

The 35 members of the sophomore class of the B. F. Grady School, Duplin County, recently demonstrated that money could be raised for a worthy project if all worked together. This class had for its object the raising of funds for the annual formal banquet given to the senior class as well as to make a substantial gift to the school. They, therefore, decided to take magazine subscriptions.

First, they decided on a list of magazines for which they would ask for subscriptions. This list had the approval of the principal and teachers. They set a goal to get at least one subscription in every home in the school district.

The results were as follows:

501 houses in the district
475 subscriptions to magazines
Subscription value, \$1,015.30
Net to class, \$351.00

Of the 32 magazines on the list for which subscriptions were offered the following five led in the largest number of subscriptions: *The Saturday Evening Post*, *The Ladies' Home Journal*, *Good Housekeeping*, *Country Gentleman*, and *Parents' Magazine*.

Others that had several subscriptions were: *Scientific American*, *Etude*, *Nature Magazine*, *Calling All Girls*, *Poultry Tribune*, and *Flower Grower*.

Miss Perkins Elected New N. C. E. A. Secretary

Miss Ethel Perkins, native of Reidsville, and teacher in the Lexington schools, was elected secretary-treasurer of the North Carolina Education Association at a meeting of the board of directors on Saturday, November 4. She assumed her new duties immediately.

Miss Perkins received her early education in the public schools of Reidsville. Her college education was obtained from Peabody College, Nashville, Tenn., and she took graduate work at Columbia University and the University of North Carolina. She has taught in the schools of Rockingham and Guilford counties and in the Lexington city schools.

As North Carolina director of the National Education Association since July, 1943, Miss Perkins has been instrumental in bringing the membership from North Carolina in that organization from 3,000 to 6,240 during her first year of service. Her work in this connection is considered outstanding.

Miss Perkins succeeded Fred Greene, who recently resigned to accept a position as secretary-treasurer of the North Carolina Bankers Association.

No Further Cut In Book Paper Expected

It is not expected that there will be a further cut in book publishers' paper consumption quotas in 1944, members of the Book Publishing and Manufacturing Industry Advisory Committee were told recently by officials of the War Production Board Printing and Publishing Division. However, the demand for certain types of paper by the military services and the Foreign Economic Administration is so high that publishers will not be able to maintain inventories of the quantity presently permissible under the several paper-use limitation orders, WPB said. Therefore, members of the Book Industry Advisory Committee, in session at Washington, recommended a 15 percent curtailment of inventories, as of October 1, until such time as the shortage of printing paper is relieved.

Faced with a substantial shortage of groundwood, book and fine papers in the last quarter of this year, estimated at between 50,000 and 60,000 tons, the members of the committee said their opinion was that book publishers would prefer to supplement their receipts of new paper by using paper already in inventory, rather than have WPB impose a further curtailment in consumption quotas.—*School Business Affairs*, November, 1944.

Former County Supt. Says Local Taxes Unconstitutional

J. F. Webb, Oxford, for 28 years superintendent of the Granville County schools (1907-1935), has written a letter to the members of the General Assembly enclosing a leaflet written by himself entitled "The Public Schools and the Constitution," in which he contends that the local taxes now levied and collected in North Carolina are unconstitutional.

Mr. Webb bases his argument of the unconstitutionality of local taxes on that part of the Constitution which states that the General Assembly shall provide for a general and uniform system of public schools. When the General Assembly provides that a local district may vote and levy taxes for schools, Mr. Webb contends, it makes for a great variety in per capita support and thus violates the uniformity phase in taxation.

Mr. Webb further contends that this practice of permitting local taxation in North Carolina came about through a misunderstanding of the first court decision on the subject immediately after the adoption of the present Constitution. This case was that of *Lane v. Stanly*, N. C. Reports, 65-153. The decision of the court was: "The conclusion is that townships have not the power of taxation for school purposes, either through their trustees or communities. Nor has a county the power to lay township taxes, as distinguished from the general county tax, for school purposes." Mr. Webb further states that subsequent decisions have cited this case for not levying local taxes for the reason that the tax has not been approved by a majority of the voters, when not a word in the original court decision indicates that the reason the tax was invalidated was because it was not approved by the voters.

According to Mr. Webb, "it is time to get back to the Constitution and provide for a just and uniform system of public schools."

Schools Sponsor Much War Material In Bond Drives

The schools of North Carolina are playing an important part in the Schools-at-War Program of sponsoring various pieces of war equipment in the stamp and bond campaigns. A school may sponsor almost any type of equipment from an army mule at \$190 to a B-29 bomber for \$600,000.

As an illustration of what some schools are doing the following are given:

Salem School, Rt. 1, Morganton, is buying a field ambulance at \$1,950.

Clemmons School, Clemmons, will name a jeep at \$1,165.

Tryon School, Rt. 1, Bessemer City, is sponsoring an army primary trainer at \$15,000.

Light Neck School, Rt. 2, Scotland Neck, is naming a liaison plane at \$3,000.

Great Falls School, Rockingham, plans to purchase two liaison planes at \$6,000.

Upchurch Colored School at Raeford has named a field ambulance at \$1,950.

Knightdale School, Knightdale, is purchasing a jeep at \$1,165.

Piedmont Junior High School, Charlotte, is naming a field ambulance at \$1,950.

Greenville High School, Greenville, is sponsoring a much-needed hospital service plane at \$125,000.

High Point City Schools consider a campaign for an SNJ North American Navy Scout trainer plane at \$25,000.

New Bern City Schools, New Bern, are buying an army primary trainer at \$15,000, and a liaison plane at \$3,000.

Guilford County Schools are buying an SNJ North American Navy Scout trainer plane at \$25,000.

The O. R. Pope School, Rocky Mount, is buying and naming a jeep at \$1,165.

The Charles L. Coon High School, Wilson, is sponsoring 40 field ambulances at \$78,000. This fleet of ambulances will be of untold value to our wounded men.

Littleton High School, Littleton, set its military objective for \$5,000 and has already paid for two field ambulances at \$1,950 each.

Washington City Administrative Unit, Washington, N. C., has its military objective as \$60,000 and will sponsor a medium tank at \$57,570.

Other schools are also enrolled in this campaign and reports are being made now of the results in this Sixth War Loan Drive.

Three New Publications Are Announced

Three new publications of interest to educators have been announced by the Educational Policies Commission, 1201 16th St., N.W., Washington, D. C. These publications are as follows:

Education for All American Youth. Approximately 400 pages, \$1 per copy. The programs of education described in this volume are not intended to be blueprints for local school systems. They are merely samples of the many different possible solutions to the problems of meeting the needs of all American youth for educational service and are offered in the hope that they will stimulate and aid in the planning and action which are already under way in many states and communities and which soon must be undertaken in all.

A Program for the Education of Returning Veterans. Forty pages, 10 cents per copy. On June 22, 1944, President Roosevelt signed Public Law 346—78th

Congress, popularly known as the "GI Bill of Rights" which provides veterans of World War II an opportunity for education at public expense. It is the intention of the Educational Policies Commission in this document to suggest a program for meeting this challenge and to urge upon the educational profession of this country the most alert and dynamic leadership of which it is capable.

Let's Look at Education and the People's Peace. Twenty-eight pages, 10 cents per copy. A series of 40 cartoons based on the Commission's earlier publication, *Education and the People's Peace*. Cartoons by Robert Stailey. A program for education to help win and keep the peace: Step 1. Develop an informal public opinion. Step 2. Create a United Nations organization for educational and cultural reconstruction. Step 3. Establish a permanent international agency for education.

Legion Auxiliary Will Sponsor Essay Contest

The American Legion Auxiliary in the Department of North Carolina will sponsor an American essay contest this year, it is announced by Mrs. Victor R. Johnson, contest chairman. The subject selected for this year's contest is "Thomas Jefferson: His Contribution to American Democracy." Mrs. Johnson stated that rules and conditions governing the contest had been mailed to all units. The State winner will receive a set of the 18-volume *World Book Encyclopedia*.

State Superintendent Clyde A. Erwin has approved this contest since it concerns an important phase of American history. "This contest," he stated, "may be included as a part of the regular work in English or American history. I hope that a large number of our high school boys and girls will participate in this contest, not merely for the sake of winning the prize, but for the experience and knowledge that such participation will give students."

As stated by Mrs. Johnson. "The Americanism program stands for those ideals and principles on which America was founded and for which our sons are fighting today. Let us, therefore, encourage this program for the material is rich, the opportunities are many, and the responsibility great."

Winners In Negro Essay Contest for 1944

North Carolina has won two places in the national essay contest conducted each year by the National Tuberculosis Association. The tenth grade English class of the Hillside Park High School, Durham, N. C., received fourth prize in the high school class group and Anne Derr, of Livingstone College, Salisbury, N. C., was chosen by the judges as winner of the third prize in the college group.

The fourth prize in the high school class group consisted of a check for \$15 and a certificate from NTA. The third prize in the college group consisted of a check for \$15, a certificate from NTA and a bronze medal.

International Organization Proposals of Dumbarton Oaks Conference Distributed

Proposals for the establishment of a general international organization as submitted by the Dumbarton Oaks Conference are being distributed by the Woodrow Wilson Foundation, 8 West 40th St., New York, and may be obtained by teachers of social science free of charge from this organization.

Education Has a Number of State Planning Groups

According to the October 10 minutes of the State Planning Board, North Carolina has a number of planning groups in the field of public education. On this date the four Planning Board committees (Education, Recreation, Health and Public Welfare) reported on their activities.

The Education Committee reported the following planning groups as being active:

1. *Educational Planning Commission of the North Carolina Education Association.* This commission is concerned primarily with public education at the elementary, secondary, college and university levels. Eleven objectives have been identified, and a second report will be issued shortly. Guy B. Phillips, of the University of North Carolina, Chapel Hill, is chairman.

2. *Educational Planning Commission of the North Carolina Negro State Teachers Association.* This group has been formed in much the same manner as the Educational Planning Commission of the North Carolina Education Association, and is working in close collaboration with the latter organization. Dean W. T. Gibbs, of A. and T. College in Greensboro, is the chairman.

3. *Legislative and Postwar Planning Committee of the State Board of Education.* This group has had one meeting with the Educational Planning Commission of the North Carolina Education Association. It has not been particularly active to date, but represents an extremely important planning committee in the State. Its chairman is Mr. A. C. Edwards, of Hookerton.

4. *Committee on Postwar Planning of the North Carolina College Conference.* This committee was appointed at the suggestion of the Southern Association of Colleges and Secondary Schools. One of its primary concerns will be the education of returning veterans. Dean Robert B. House, of the University of North Carolina at Chapel Hill, is the chairman.

5. *Committee on Negro Education.* (Appointed by Governor Broughton and working closely with the State Board of Education and the State Department of Public Instruction.) More than 100 people have participated in the work of this committee or its several subcommittees. Work on the report of this committee is now in its final stages, and it will be published shortly. The chairman is Dr. N. C. Newbold, director of the Division of Negro Education of the State Department of Public Instruction.

6. *Study of Teacher Education in Collaboration with the State Department of Public Instruction and the North Carolina College Conference.* In this project, a number of groups have been studying various phases of teacher education, including general education, guidance and in-service teacher training. A report has been completed and is now being edited. The director of the study is Dr. James E. Hillman, of the State Department of Public Instruction.

7. *Planning Groups of Teachers, Including the North Carolina Council for the Social Studies, the English Teachers and the Mathematics Teachers.* These planning groups are composed of teachers at the elementary, secondary, college and university levels and give promise of being of real value to edu-

cation in North Carolina. Periodical news letters or bulletins are published, summer training programs and conferences are sponsored, and other activities are engaged in.

8. *Local Planning Units of the North Carolina Education Association.* The Education Association is making definite progress through local North Carolina Education Association planning groups throughout the State. These units have had particular projects dealing with in-service education of teachers and with community education.

Durham City School Issues Personnel Directory

A directory giving names, addresses and telephone numbers of all the school personnel, including the board of education, personnel in the superintendent's office, principals, teachers, cafeteria personnel, custodians and maintenance employees, has been issued by the Durham city schools.

This directory also contains a schedule of the yearly meetings of the various school organizations, as well as a calendar of school events. Another important item included is the Code of Ethics of the Durham Teachers' Educational Association, which was adopted in 1940.

White High Schools Have Audio-Visual Equipment

Approximately 500 of 748 high schools for white students reported the ownership of various types of audio-visual equipment. Of the 748 schools reporting, 252 reported no equipment.

The number of schools reporting motion picture machines almost tied with the number owning radios, there being 330 of the former and 333 of the latter. The number of schools owning film strip machines and sound systems were also about the same, 164 and 167. There were 168 schools that had regularly scheduled classroom films.

The number of schools having lanterns was 126, whereas 54 schools had micro-projectors and 29 opaque projectors.

The accompanying table shows this inventory of audio-visual equipment for county and city units. The data are for the year 1943-44.

Audio-Visual Equipment, 1943-44—White High Schools

| | County | City | Total |
|---|--------|------|-------|
| Number of schools | 653 | 95 | 748 |
| Number reporting no equipment | 247 | 5 | 252 |
| Number reporting following equipment: | 406 | 90 | 496 |
| Motion picture machines | 253 | 77 | 330 |
| Lanterns | 72 | 54 | 126 |
| Opaque projectors | 15 | 14 | 29 |
| Film strip machines | 123 | 41 | 164 |
| Micro-projectors | 37 | 17 | 54 |
| School-owned radios | 266 | 67 | 333 |
| Sound systems | 129 | 38 | 167 |
| Regularly scheduled classroom films | 115 | 53 | 168 |

Erwin Favors Higher Salaries Than Board Recommends

State Superintendent Clyde A. Erwin recently sent each county and city superintendent a copy of the schedule which he proposed to the State Board of Education as the basis of the State appropriation for teachers' salaries for the ensuing biennium and which, except for the beginning year, is from \$1 to \$21 a month higher than the schedule used by the Board in calculating the State funds necessary for this two-year period.

The beginning salaries recommended both by Superintendent Erwin and the Board on each certificate based on college graduation or less training are identical, ranging from \$75 per month for teachers holding nonstandard certificates to \$125 to those holding class A certificates. To holders of graduate certificates, Superintendent Erwin favors a schedule ranging from \$150 to \$200 per month, whereas the Board's schedule ranges from \$143 to \$179. At each experience level the monthly salary recommended by Superintendent Erwin is from \$7 to \$21 higher than that used by the Board.

On the class A certificate which is held by 87 percent of the teachers of the State, Superintendent Erwin recommended a salary ranging from \$125 per month for the beginning teacher to \$175 for the teacher who has had nine years of experience. The schedule used by the Board, on the other hand, ranged from \$125 per month to \$162. The salary schedules for the holders of lower certificates as recommended by Superintendent Erwin and the Board show similar differences, Superintendent Erwin in each instance favoring a higher salary for those teachers having longer tenure in the teaching profession.

Jenkins Is Named Head of Union County Schools

Wade M. Jenkins, principal of the Massey Hill School, Cumberland County, for the past 11 years, has been elected superintendent of schools of Union County, effective about December 1, it is learned. Mr. Jenkins succeeds E. A. Broome, who, it is understood, resigned to enter private business.

Before becoming principal of the Massey Hill School, Mr. Jenkins was principal of the Wingate School in Union County for a number of years. He received his bachelor's degree from the University of South Carolina, and his master's degree from the University of North Carolina. During the first World War he was a military instructor at Cornell University.

Membership and Attendance

A child is a member of a school once he enrolls until he leaves or withdraws permanently, and then he is no longer counted.

The figures in the summary show the average daily membership and the average daily attendance for the State as a whole for 13 recent years. These facts are shown for white and Negro pupils separately and for both together, and the percentage for each race that A. D. A. is of A. D. M.

I. MEMBERSHIP AND ATTENDANCE—1930-31 TO 1942-43

| YEAR | AVERAGE DAILY MEMBERSHIP | | | AVERAGE DAILY ATTENDANCE | | | PCT. A.D.A. OF A.D.M. | | |
|---------|--------------------------|---------|---------|--------------------------|---------|---------|-----------------------|-------|-------|
| | White | Negro | Total | White | Negro | Total | White | Negro | Total |
| 1930-31 | 548,347 | 228,813 | 777,160 | 498,745 | 193,250 | 691,995 | 91.9 | 84.5 | 89.0 |
| 1931-32 | 560,195 | 239,491 | 799,686 | 516,964 | 211,301 | 728,265 | 92.3 | 88.2 | 91.1 |
| 1932-33 | 577,101 | 231,138 | 808,239 | 523,348 | 221,523 | 743,871 | 92.7 | 88.2 | 91.0 |
| 1933-34 | 575,265 | 256,238 | 831,503 | 524,193 | 239,575 | 763,768 | 91.7 | 89.5 | 91.0 |
| 1934-35 | 579,357 | 251,729 | 831,086 | 535,643 | 225,790 | 761,433 | 92.5 | 89.7 | 91.6 |
| 1935-36 | 582,837 | 248,030 | 830,867 | 538,263 | 221,341 | 759,604 | 92.4 | 89.2 | 91.5 |
| 1936-37 | 579,735 | 245,054 | 824,789 | 542,068 | 221,831 | 763,891 | 92.5 | 90.1 | 92.5 |
| 1937-38 | 583,941 | 246,822 | 830,763 | 548,705 | 223,277 | 771,982 | 94.0 | 90.5 | 92.9 |
| 1938-39 | 593,310 | 253,267 | 846,577 | 560,085 | 230,411 | 790,502 | 94.4 | 91.0 | 93.4 |
| 1939-40 | 592,713 | 253,833 | 846,546 | 555,779 | 230,504 | 790,003 | 94.5 | 90.7 | 93.4 |
| 1940-41 | 589,174 | 253,756 | 842,930 | 555,870 | 230,524 | 786,374 | 94.3 | 90.8 | 93.2 |
| 1941-42 | 582,494 | 250,239 | 832,733 | 551,620 | 223,230 | 779,850 | 94.7 | 91.2 | 93.6 |
| 1942-43 | 564,612 | 244,967 | 809,579 | 531,272 | 221,868 | 753,140 | 94.1 | 90.6 | 93.0 |

III. AVERAGE DAILY MEMBERSHIP AND AVERAGE DAILY

These two tables show the division of membership as to elementary (grades 1-17) and high school (grades 8-11, a few in 12). The relationships between these two groups indicated in terms of percentage of membership in the upper grades are as follows:

As these figures show the city units have a greater proportion of their pupil membership in the upper grades. The ratio for the State as a whole was 23.2 in grades 8-12 and 76.8 in grades 1-7. In the case of the white race in both county and city units out of each 100 pupils in average daily membership there were 26 in grades 8-12 and 74 in grades 1-7. For Negro schools the proportion was 16.6 in the upper grades and 83.4 in the lower grades. Thus it will be observed that the proportion of pupils in the high school grades is greater in the case of white pupils as compared with Negro pupils and in the case of city units as compared with county units.

II. AVERAGE DAILY MEMBERSHIP AND AVERAGE DAILY ATTENDANCE—COUNTY UNITS, 1942-43

| UNITED STATES | WHITE | | | | NEGRO | | | | |
|---------------|----------|-------|--------|------------|----------|-------|-------|------------|------|
| | A. D. M. | | | % A. D. M. | A. D. M. | | | % A. D. M. | |
| | Elem. | H. S. | Total | | Elem. | H. S. | Total | | |
| Alamance | 4,326 | 1,582 | 5,908 | 94.9 | 5,608 | 1,688 | 2,001 | 1,895 | 94.7 |
| Alexander | 2,366 | 746 | 3,112 | 95.2 | 2,962 | 344 | 135 | 466 | 97.3 |
| Alleghany | 1,367 | 332 | 1,699 | 92.0 | 1,563 | 75 | 75 | 70 | 93.3 |
| Anson | 1,378 | 593 | 1,971 | 95.3 | 1,873 | 2,186 | 404 | 2,381 | 91.9 |
| Ashe | 4,076 | 1,092 | 5,077 | 93.2 | 4,731 | 99 | 99 | 95 | 96.0 |
| Avery | 3,084 | 752 | 3,786 | 93.3 | 3,532 | 50 | 50 | 46 | 92.0 |
| Beaufort | 2,064 | 839 | 2,983 | 93.9 | 2,802 | 1,723 | 1,986 | 1,830 | 92.1 |
| Bertie | 1,808 | 544 | 2,352 | 92.9 | 2,186 | 3,803 | 4,455 | 3,997 | 89.7 |
| Bladen | 2,944 | 866 | 3,810 | 91.2 | 3,475 | 2,439 | 613 | 2,680 | 87.8 |
| Brunswick | 2,096 | 656 | 2,752 | 94.7 | 2,606 | 1,498 | 1,932 | 1,490 | 88.1 |
| Buncombe | 9,373 | 3,414 | 12,787 | 95.0 | 9,502 | 573 | 673 | 563 | 98.3 |
| Burke | 4,279 | 696 | 4,975 | 95.2 | 4,735 | 236 | 236 | 224 | 94.3 |
| Cabarrus | 3,898 | 1,145 | 5,043 | 94.0 | 4,741 | 884 | 884 | 808 | 91.4 |
| Caldwell | 6,109 | 1,225 | 6,334 | 93.0 | 5,892 | 258 | 258 | 235 | 91.1 |
| Camden | 487 | 136 | 623 | 96.6 | 602 | 542 | 60 | 569 | 94.8 |
| Carteret | 2,482 | 883 | 3,365 | 96.4 | 3,243 | 646 | 161 | 767 | 95.0 |
| Caswell | 1,970 | 583 | 2,553 | 91.5 | 2,336 | 2,338 | 498 | 2,622 | 92.6 |
| Catawba | 4,032 | 1,538 | 5,570 | 97.3 | 5,417 | 640 | 107 | 747 | 703 |
| Chatham | 2,354 | 1,115 | 3,469 | 93.7 | 3,663 | 1,762 | 456 | 2,029 | 91.5 |
| Cherokee | 1,775 | 118 | 1,893 | 87.9 | 1,653 | 1,762 | 2,218 | 2,029 | 91.5 |

| III. AVERAGE DAILY MEMBERSHIP AND AVERAGE DAILY | | | | | | | | | |
|---|-------|----------|----------|----------|-------|----------|----------|----------|-------|
| UNITS | | A. D. M. | | A. D. M. | | A. D. M. | | A. D. M. | |
| Elem. | H. S. | Total | A. D. M. | Elem. | H. S. | Total | A. D. M. | Elem. | H. S. |
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P. T. A. President Makes Prophecy For Schools of North Carolina

In the November number of the *North Carolina Parent-Teacher Bulletin*, the State president of the Association, C. W. Phillips, makes a prophecy as to the future of North Carolina public education. "I know it's dangerous," Mr. Phillips stated, "but only as we set goals and strive toward them can we hope to move ahead."

The following forward steps are listed by Mr. Phillips in the light of the past 25 years of progress as not impossible of achievement in the not-too-distant future:

"1. There is no reason at all why the reasonably near future should not find the membership of the North Carolina Congress reaching the 200,000 mark.

"2. Some of these days our school plants will be open for use, maybe different uses for different seasons, for the full 12 months of the year.

"3. These schools will be supplied with well-qualified, consecrated, well-paid teachers and administrators. Teaching must continue, in a real sense, to be a calling, but there is no harm in paying a reasonably decent salary to those who are called.

"4. Children will attend school from the ages of 5 to 16 and find a curriculum designed to meet their needs. Teachers cannot be expected to turn out a good quality product when many do not expose themselves and when those exposed have only meager facilities.

"5. All children will be examined for physical defects and immunized against our most dreaded diseases; many before one year old, and all before actual school days begin to approach.

"6. There will be such follow-up of these physical weaknesses and such a program of constructive physical training that never again will our youth be considered 25 percent unfit from a physical standpoint.

"7. Community safeguards will be thrown around childhood and youth to such a degree that juvenile delinquency will be greatly diminished and our crime wave will be rapidly decreased in intensity."

Vocational Rehabilitation Staff Holds Conference

The staff of the Division of Vocational Rehabilitation held a conference in the Education Building, Raleigh, during the week from November 14-21, 1944. Supervisors from each of the five district offices in the State came together for this meeting to discuss various rehabilitation problems and to set up new procedures for carrying on the work of servicing the physically handicapped in North Carolina.

The daily meetings included discussions on the following topics: Budget and finance procedures of the division, the dollar standard, joint agreements between cooperating agencies, such as county welfare departments and the State Commission for the Blind, the physical restoration phase of the rehabilitation program, practical testing of the clients before placing them in training, secretarial problems, general case work problems, the GI Bill of Rights, and the part that the Rehabilitation Division will play in servicing returned veterans.

Some of the highlights of the conference were the following: Motion pictures shown Friday night at State College on "Psychiatry in Action" and the famous screening of "Desert Victory" in Africa; an address by R. L. Frech, vocational adviser of the Coyne Electrical School in Chicago, who is training a number of rehabilitation clients, and an illustrated lecture by Dr. Maurice Greenhill, neuro-psychiatrist of Duke Hospital, on "The Place of Psychiatry in Rehabilitation."

Participating in the conference were the following persons from the State staff: Charles H. Warren, State Director of Rehabilitation, who has recently returned to the State from foreign service in the army; H. E. Springer, Assistant Director of Vocational Rehabilitation; H. A. Wood, Case Work Supervisor; James T. Barnes, Supervisor of Physical Restoration; Katherine L. Barrier, Medical Social Work Consultant, and 15 district supervisors, three from each of the district offices located in Asheville, Charlotte, Greensboro, Raleigh and Greenville.

Teachers' Bulletin On Inflation Issued

A 52-page mimeographed bulletin entitled "The Fight Against Inflation" was distributed on November 20 to the superintendents and high school principals of the State by Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the Department of Public Instruction. This bulletin was prepared coöperately by the Department, the Office of Price Administration and a group of school people. Dr. H. A. Perry, Associate in the Division of Instructional Service, was chairman of the committee.

According to Dr. Highsmith, this bulletin, like a similar bulletin entitled "Ways to Victory on the Home Front," issued last year, "is designed to be used by teachers in the public schools as a handbook on consumer education during these days when the threat of inflation stands as a menace to the economic well-being of our country." Dr. Highsmith suggested that a coordinator for each high school be appointed to whom the bulletin should be referred for future use.

The bulletin is divided into five parts, as follows:

Part I. Inflation: A Menace.

Part II. Suggestions for Organization and Procedure.

Part III. Suggestions on the Use of Materials and Activities.

Part IV. Unit Outlines.

Part V. Sources of Information and Materials.

The unit outlines comprise the major portion of the publication, the following ten units being given: Consumers in Wartime, Putting Ceilings on Prices, the Fight Against Scarcity—Rationing,

Savings in Wartime, Wise Buying—Food and Clothing, Production and Conservation of Food, Care of Equipment, the Fight Against Waste—Conservation, the Fight Against Black Markets, and the Citizen's Part in Administering the Rationing and Price Control Program.

Guidance Practices Increase In High Schools of State

There has been an increase in the number of public high schools that are following some guidance practices, it is learned from a survey of the 1943-44 high school principals' reports. Returns from approximately 95 percent of the 986 high schools in the State gave the following results:

1. 74.3 percent of these schools use the cumulative record folder. Two years preceding 58.8 percent of the schools used these forms.

2. 44.3 percent used achievement tests; in 1941-42 only 27.8 percent used such tests.

3. 49.2 percent had files for occupational information. This percentage was 38.4 in 1941-42.

4. 31.0 percent had files on further training opportunities in 1943-44 as compared with 25.4 percent in 1941-42.

5. 12.2 percent gave occupational courses, decreasing from 15.3 percent two years previous.

6. 74.3 percent of the schools provided individual counseling about educational and vocational plans as compared with 55.3 percent in 1941-42.

7. 55.4 percent made placement efforts; this percentage was 42.1 in 1941-42.

8. 41 percent had a follow-up service covering all graduates and drop-outs, an increase from 38.4 percent in 1941-42.

Chas. H. Warren Returns As Head of Rehabilitation Service

Charles H. Warren, who has been on leave of absence with the armed forces, returned to the States on October 22 and on November 15 resumed his work as head of the Rehabilitation Service of the Division of Vocational Education, having been released from the army at the request of Governor Broughton for that purpose.

Mr. Warren entered the service as a reserve officer with the rank of major prior to Pearl Harbor and served the year called for by the President in 1940. After Pearl Harbor he was called back into the service, having been promoted to a lieutenant-colonel.

A birds-eye picture of his overseas service reads as follows: Landed in Casablanca in 1942 with General Patton's army; saw service with 7th Army in Sicily; landed in Italy at Salerno with the 5th Army; in D-day landing in France with General Patch's 7th Army.

Naturally, the details of his duties at the various places at which he was stationed are not permitted to be made public yet. It is of interest to know, however, that Warren was commandant of the largest prisoner-of-war camp in North Africa. In this capacity he had charge of receiving, processing

and shipping all of the prisoners of war for the 5th Army in Italy.

Casablanca, Oran, Algiers, Tunis and Biserte, Warren says, are more familiar to him than our national capital. Mount Aetna, Vesuvius, Pompeii, Naples, the Isle of Capri, Sorrento, and the glories of ancient Rome stand out as memories of the more pleasant side of war, he said. On the other hand, Cassino, Anzio and many other places are remembered by him as examples of the destructiveness of war.

Bible Teachers Issue Curriculum Guide

The Department of Bible Teachers of the North Carolina Education Association has just issued in mimeographed form a "Curriculum Guide for Bible Study in Senior High School." The president of this department of the N. C. E. A. for this year is Frances C. Query, teacher in the Durham High School.

This curriculum guide was the main project of the Bible teachers during the past school year in each of the six N. C. E. A. districts. The work in these districts was compiled and organized at a Statewide workshop held at Queens College on June 6-8, 1944. This publication is a direct result of that work.

The guide is divided into eight sections, as follows:

- Section I. Aims.
- Section II. Teacher Outlines.
- Section III. Suggested Bibliography for the Teachers.
- Section IV. Suggested Books for High School Students.
- Section V. Pupil Activities.
- Section VI. Suggested Memory Work.
- Section VII. Visualizing Bible Teaching.
- Section VIII. Bible Club Activities.

Need for Paper, Tin and Rags Still Exists

"The need for salvage of paper, tin and rags is undiminished," said Dr. J. W. Studebaker, U. S. Commissioner of Education, in a recent letter to the chief state school officers, superintendents of large cities and editors of state educational journals. "In fact," Commissioner Studebaker said, "it is urgently necessary that school children redouble their efforts to collect salvage materials, since in recent months collections have fallen off."

"Out of the the profusion of salvage programs, which the fertile minds of American school men and women have devised, two main patterns of school waste-paper salvage have emerged:

1. Pupils bring waste paper to the school house on regular "collection days," where it is picked up by authorized dealers and the schools receive the money for the paper; or

2. Pupils are organized, block by block, to assist periodical "curb collections" by ringing doorbells and urging citizens to save their paper, bundle it, and set it out on the curb on collection day.

Nation's Boys and Girls Invest Billion Dollars In School War Savings

In the three years since Pearl Harbor over one billion dollars in war bond and stamp purchases have been credited to the boys and girls in United States schools. Monthly savings average more than fifty million dollars, enough to pay for 200 heavy bombers for the fighting fronts now, and to finance a month at college for more than 833,000 of these same youngsters ten years from now when their bonds mature. In short, a \$100 war bond now may pay for a month at college in 1955.

Since January, 1944, schools have completed campaigns to finance 2,820 planes ranging in price from \$3,000 for a liaison plane to \$600,000 for a B-29. Last year's campaigns financed 33,100 jeeps at \$1,165; 11,600 amphibian jeeps at \$2,090; 11,400 flying jeeps at \$3,000; 7,690 parachutes, 6,170 life floats, 5,160 motor scooters, 1,490 field ambulances, plus gliders, walkie-talkies, tanks, potato-peeling machines and many other items.

Begun in 1941, the school war savings program reaches every state, Alaska, Puerto Rico and the Hawaiian Islands. In this area there are about 30,000,000 students, 1,000,000 teachers and 225,000 schools, nearly half of which are one-room schools.

The object of this program is to teach American students, and through them to teach their families and neighbors, both how to save and why it is important to save during this war crisis. Thus the first objective of the Schools-at-War Program is education for thrift; and the second, its application—saving through the purchase of war bonds and stamps.

War savings has become a teaching aid in classroom study: *Arithmetic*—handling sales, tabulating totals, using it as a basis for problems; *English*—writing stories, news articles, letters, plays and radio scripts on war savings activities; *Art*—using war savings as a basis for posters and murals; *Music*—writing and singing war savings songs and staging war bond concerts; *Drama*—staging war bond shows; *Social Studies*—discussing inflation and controls to fight inflation.

All over the country boys and girls are buying war bonds through the pay roll savings plan. Because they have no dependents and few obligations many of them are investing 60 to 70 percent of their earnings in war bonds. In addition to those on pay rolls, thousands of youngsters are earning their war bond money by odd jobs, which range from shining shoes and selling papers to setting up agencies for window washers and baby tenders.

Tuition Rates May Be Charged for Education Of Veterans

Under policies being formulated by the U. S. Veterans Administration, it is probable the USVA will pay to secondary schools in which veterans enroll tuition at the regular rate charged by such institutions for out-of-district enrollees. If the school has no set tuition rates, the Administration will pay at the rate of \$10 per month or \$90 for a school year of nine months. In the event such rates are inadequate, the appropriate school authority may take the matter under advisement with the

Veterans Administration facility located in the state where the question of tuition adjustment arises.

Tuition rate policies for colleges (including junior colleges) provides a minimum of \$90 per year of nine months, which amount may increase under approved conditions not to exceed \$500 per year, including "books, supplies, equipment, and other necessary expenses" and exclusive of maintenance, travel, and so forth, for the individual.

The committee of educators serving as consultants with the U. S. Veterans Administration in connection with the administration of Public Law 16 and Public Law 346 (GI Bill) includes R. B. Stewart, Purdue University, chairman; H. S. Ford, Massachusetts Institute of Technology; R. G. Sproul, University of California; R. C. Harris, Tulane University; Arthur Andrews, Grand Rapids Junior College; T. D. Kitchin, Wake Forest College, and R. W. Kent, Newark City Schools, New Jersey.

George Bill Provides for Planning of School Buildings

Provided funds are appropriated to implement it, a law commonly referred to as the "George Bill" was enacted by the 78th Congress which will make it possible for the schools to receive financial aid in making plans for postwar school buildings. The law provides for loans or advances to the states and their agencies and subdivisions to aid in financing the cost of architectural, engineering and economic investigations and studies, surveys, designs, plans, working drawings, specifications, procedures and other action preliminary to the construction of public works.

A copy of the law has been provided to North Carolina school superintendents by W. F. Credle, Director of Schoolhouse Planning of the State Department of Public Instruction. In a letter accompanying the law, Mr. Credle points out that the funds to carry out the provisions of this bill have not yet been appropriated by Congress. "However," he stated, "there is some probability that this will be done before Christmas."

Mr. Credle also stated that "In our opinion, the provisions of this law will make it possible for us to do some very worthwhile tentative planning of postwar school buildings without in any way being obligated to repay the loans obtained for the purpose if we are not able to obtain funds for the construction of the proposed projects." He stated further that the school people of North Carolina had progressed far enough in their planning programs to make it possible for them to obtain funds for tentative plans under the provisions of this act.

Board of Education Amendment Is Passed by 57,000 Majority

By a majority of approximately 57,000 the amendment to the Constitution providing for the reorganization of the State Board of Education, which was voted on at the general election in November, passed, the final vote being 164,723 for and 107,742 against. This amendment, which becomes effective on April 1, 1945, rewrites Section 8, Article IX, which was written into the Constitution by the vote taken in 1942.

The new section eight makes a number of changes in this fundamental law, chief of which are the following:

1. The total membership of the Board is reduced from 15 to 13.

2. The number of appointive members is reduced from 12 to 10.

3. Provides for the creation of eight educational districts from which eight appointive members shall come, the other two to be appointed from the State at large.

4. Provides for staggered terms of office, the term after the first appointments to be for eight years.

5. Provides that "the State Superintendent of Public Instruction shall be the administrative head of the public school system and shall be secretary of the Board."

6. Eliminates that part of the present section which provides that a "majority of the members of the said Board shall be persons of training and experience in business and finance, who shall not be connected with the teaching profession or any educational administration of the State."

7. Eliminates that provision in the present section which provides for a comptroller appointed by the Board, who serves at the will of the Board and "under the direction of the Board shall have supervision and management of the fiscal affairs of the Board."

Agriculture Teachers Plan Course for Veterans

In order to plan intelligently a course in vocational agriculture for returning servicemen, a Statewide survey is being made by the 397 North Carolina teachers of vocational agriculture this fall. It was announced recently by Roy H. Thomas, State Supervisor of Agricultural Education. The survey is made for the purpose of gathering information on which to base the courses.

The district supervisors of agricultural education explained the survey to teachers in small groups during November. The teachers obtained the information from the survey forms.

Typical of the information that is being obtained is whether the returned soldiers will return to the community after the war; the occupations in which they are interested; whether they would like to have additional training; and in what field; grade completed in school; the buildings and equipment available in departments of vocational agriculture, and the opportunities offered in the various fields of agriculture.

The 397 vocational agriculture departments, with a well-trained teacher of agriculture in charge, are well equipped to give additional training in agriculture to the returned servicemen, Thomas said.

V-Mail Letter Contest

Subject: "What we here in school are doing to help bring you home sooner."

Eligibility: Open to sponsorship by any junior or senior high school publication. Students will submit to the school newspaper copies of V-mail letters actually sent overseas. The best ones will be rewarded with publication in the school or local paper.

Preparation of Entry: Only those letters which appear in print may be entered in the national contest. The letter must be clipped and mounted on 8½x11-inch cardboard. Each entry should show the name of publication, date of issue, name and address of school, and name of writer.

Deadline: Entries may be submitted any time between the present date and January 27. They should be sent to Mr. Earl Whitbeck, President, Columbia Scholastic Press Association, 214 South Third St., Mechanicsville, N. Y. Letters which will not be published until after the January 27 deadline may be submitted in proof form.

Prizes: Three national winners will be selected, and will receive prizes provided by *This Week* magazine, consisting of a \$100, \$50 and a \$25 war bond. If an entry is reprinted by *This Week* magazine, its author will in addition be paid at regular space rates. State winners will receive special treasury citations. Winners will be announced at the C. S. P. A. Conference in New York on March 24.

School-Health Program Covers Five Counties

Five counties — Rutherford, Polk, Cleveland, Lincoln and Catawba—have been selected for this year's program of in-service training of teachers by the Division of School-Health Coordinating Service, jointly administered by the State Department of Public Instruction and the State Board of Health. Dr. W. P. Jacocks, formerly with the Rockefeller Foundation, is the State Coordinator.

Already, Dr. Jacocks advises, the work has been completed in Polk and Rutherford, and the program is now being advanced in Cleveland. "Fine cooperation has been had in each of these counties," Dr. Jacocks further stated. "We expect to move into Lincoln and Catawba counties on February 12, according to schedule."

The work in these counties, according to Dr. Jacocks, usually follows this plan:

1. Two preliminary meetings are held—the first with superintendents, health officers and principals at which the program is explained; and the second, including teachers, at which the program is outlined.

2. Eight group meetings at which State staff members acting as instructors give ways and means of carrying a program of health in the schools. These meetings consider the following topics: (a) Health service, one meeting; (b) Communicable diseases, one meeting; (c) Health habits, one meeting; (d) Physical education, two meetings; (e) Nutrition, two meetings; and (f) Healthful school living, one meeting.

Following the discussions, visits are made to the schools where demonstrations and activities illustrative of the various subjects discussed are provided. The service also advises the teachers as to materials used in health work, and suggests other aids to promote better health conditions among the schools.

In addition to Dr. Jacocks, the State staff includes the following trained personnel: Charles E. Spencer, Adviser in Health and Physical Education; Ruth O. Moore, Assistant Adviser in Health and Physical Education; Eunice B. Outlaw, Nutritionist; Pearl Weaver, Public Health Nurse; Dr. W. J. Hughes, Physician; Eugenia Cordice, Public Health Nurse; Jennie Douglass, Health and Physical Education Adviser.

Schools Asked to Co-operate In CAP Training Program

The superintendents of schools have been requested by State Superintendent Clyde A. Erwin to render every cooperation possible in connection with the Civil Air Patrol program, which is now being conducted in a number of communities throughout the State.

This training, according to Lt. Col. Frank E. Dawson, commanding officer of the North Carolina Wing of CAP, is open to young men and women between the ages of 15 and 17 years and includes training in theory of flight, navigation, meteorology, first aid, military courtesy and discipline, and military drill. The classes are held at night, generally two nights a week from 7:30 to 9:30.

Superintendent Erwin wrote the superintendents that "the use of school buildings for conducting these classes is of course a matter which lies entirely under your jurisdiction." He suggested, in the event local regulations do not permit the use of school buildings for this purpose, that the superintendents "do everything possible to help the classes secure adequate and convenient space in other public buildings."

According to Colonel Dawson, there are at present 32 squadrons to whom this training is being given. These cadets wear a uniform, which is the regular enlisted men's uniform, with the proper CAP identification, with the CAP pocket patch, cap insignia and shoulder insignia; they also carry identification cards showing they are members of the CAP cadets.

The program is sponsored by the U. S. Army Air Forces.

Cash Awards Offered In Essay Contest

High school students of North Carolina are offered the opportunity to win cash prizes totaling \$2,000, with \$1,000 as first award, in the 1944-45 nationwide essay contest being conducted by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States. All essays must be written on the theme of "What Americanism Means to Me," according to State Superintendent of Public Instruction Clyde A. Erwin. The length of these essays must not be less than 500 words or more than 1,000 words.

This tenth annual essay contest is open to all boys and girls regularly enrolled in any public, private or parochial junior or senior high school. Pre-entry and postgraduate students may not compete.

The essays submitted may be written as class assignments or as personal projects. Preliminary contests in each local community must be concluded in time to permit selection of the winning essays by April 27, 1945. The winning essays in local competition will be forwarded to the State contest committee for consideration in State competition.

Medals will be awarded to local and State winners. The essay which wins first prize in the State will be forwarded to the National Contest Committee to compete for the \$2,000 in cash awards being offered by the national organization. Winners in the national contest will be announced at the 1945 National Encampment of the Veterans of Foreign Wars of the U. S. next August.

Teachers or students desiring further information in reference to the rules of this contest may obtain a rules folder from various sources. Local V. F. W. Auxiliary leaders are prepared to distribute copies of these folders or complete details may be obtained by writing to National Headquarters, Ladies Auxiliary, Veterans of Foreign Wars of the U. S., 406 West 34th St., Kansas City 2, Mo.

School Administrators To Hold Five Regional Conferences

Arrangements have been made to hold five regional conferences of the American Association of School Administrators early next year, it is announced by W. F. Warren, Superintendent of the Durham City Schools, who is vice-president of that organization.

These conferences are as follows:
San Francisco—January 9-11.
Birmingham—February 12-14.
Chicago—February 19-21.
Denver—February 27-March 1.
New York—March 5-7.

Birmingham, Superintendent Warren stated, will be known as the Southern Conference, but some of the fellows may prefer going to New York or Chicago. Exhibits, due to transportation difficulties, will only be provided in New York and Chicago. Hotel and railroad reservations should be made as early as possible, he advised.

Procedure Outlined for Allowing Credit To Veterans for Service Training

An outline of the procedure to be followed in allowing academic credit to persons who have been discharged from the armed services has been prepared by the Division of Instructional Service of the Department of Public Instruction. This procedure is as follows:

Books About Christmas

NEW BOOKS

Bernhard, J. B. *Lullaby*. Roy. \$1. A warmly human story of the Christ-child adapted from a Polish folk tale, both humorous and reverent, about why cats wash so often.

Crowell, Grace N. *The Shining Hour*. Augsburg; 75 cents. The story of a little girl who shares her honor on Christmas Eve and finds a shining hour.

DeAngeli, Marguerite. *Turkey for Christmas*. Westminster; 75 cents. The story of a family who found the blessing of Christmas in their joy at being together.

Eaton, Anne. *The Animals' Christmas*. Viking; \$2. A collection of poems and stories about animals at Christmas time illustrated by Valenti Angelo.

Field, Rachael. *Prayer for a Child*. Macmillan; \$1.50. A beautiful picture book of the tender prayer written by Rachael Field and illustrated by Elizabeth Orton Jones.

Milhous, Katherine. *The First Christmas Crib*. Scribner; \$1. A small book which tells the story of the making of the first Christmas creche.

Pauli, Hertha. *Silent Night, the Story of a Song*. Knopf; \$2. The story of how the beautiful song "Silent Night" came to be written.

Pauli, Hertha. *The Story of the Christmas Tree*. Houghton; \$2. The legends and stories of how the custom of having a shining Christmas tree has come to us from long ago in 1646.

Sawyer, Ruth. *The Christmas Anna Angel*. Viking; \$2. The charmingly told story of a little girl's faith in Christmas, superbly illustrated by Kate Seredy.

BOOKS OF CHRISTMAS CAROLS

Bertail, I. *A Child's Book of Christmas Carols*. (Illustrated by Masha.) Random; \$1.50.

Graham, M. N. *Book of Christmas Carols*. Grosset; 50 cents.

Rey, H. A. *We Three Kings*. Harper; \$1.50.

Wheeler, O. *Sing for Christmas*. Dutton; \$2.50.

WELL-LOVED OLDER BOOKS

Alden, R. M. *Why the Chimes Rang*. Bobbs; \$1.50.

Dickens, C. *Christmas Carol*. Macmillan; \$1.

Field, R. L. *All Through the Night*. Macmillan; 50 cents.

Harper, W. *Merry Christmas to You*. Dutton; \$2.

Sawyer, R. *This Way to Christmas*. Harper; \$1.25.

Turner, T. *Christmas House*. Scribner; \$1.

Van Dyke, H. *Story of the Other Wise Man*. Harper; 75 cents.

Wiggins, K. D. *Bird's Christmas Carol*. Houghton; \$2.

Vance, M. *Star for Hansi*. Harper; \$1.

1. Secure an official transcript of high school credits.

2. Use the accreditation service of the United States Armed Forces Institute, Madison 3, Wis. (Referred to in this statement as USAFI or Institute.)

The Institute obligates itself to render the following service:

(a) To provide high schools and colleges accurate and as complete facts as are available which describe the military training and experience of service personnel, in order that the educational institutions may properly evaluate the information in terms of academic credit and grant whatever credit they deem advisable.

(b) To provide to employers accurate and as complete descriptions as possible of the skills acquired and training received by service personnel through their military experiences, in order that employers may determine the best job for the returning veteran.

(c) To provide for the servicemen a clearing house where they may obtain or have sent to their schools or employers detailed descriptions of what they did and the training they received while in the service.

The accreditation service assembles descriptions of the military training and experience of service personnel and forwards them in the form of an official report to the school, college, employer or individual designated by the applicant. It is the prerogative of civilian educational institutions to evaluate these records and they may or may not grant credit, according to their individual rules and regulations. The Institute does not itself evaluate, recommend or grant credit.

To initiate accreditation service, servicemen must secure and fill out a form. "Request for Report on Educational Achievement." (Such forms may be secured by high school principals and college registrars, for the use of their former students, by writing to the Institute, at Madison, Wis.)

3. In estimating units of credit a unit may be defined as 150 clock hours. Units of credit should not be confused with units of work which may be one or more weeks of work.

4. It is suggested that a credit of one unit be allowed to any student who needs such credit for a year's service in the armed forces. This unit of credit for general military experience may be counted as a unit in social studies. If a student has had two or more years of military experience he may be allowed not to exceed two units in meeting the requirement of 16 units for graduation. It is recommended that the colleges of the State accept these two units of general credit for military experience when duly certified by school administrators.

As an aid in evaluating military experiences, every superintendent and high school principal should secure a

(Continued on page sixteen)

INTERNATIONAL EDUCATION

Liberated Yugoslavia Reports Increase In Schools

Despite German destruction of their buildings, lack of adequate facilities and the necessity for continuing the war against the enemy, in some districts of liberated Yugoslavia more schools are operating now than before the war.

An article in the *Journal of Education*, published in London, says the People's Liberation Committees, which now constitute the local organs of power, are devoting a great deal of attention to providing educational facilities for their people.

Courses have been arranged for the very young, and evening courses for adults. Conditions are difficult; there is a shortage of textbooks, equipment and paper. But newspapers and children's journals, blackboards made from plywood, charcoal for chalk and even plain sticks used to write on sand, are being used as substitutes. Some children are even learning to write the letters of the alphabet with beans or grains of maize.

Yugoslavia is short of teachers because to many perished at the hands of the Germans and many others are fighting with the Partisans. But teachers are being trained as quickly as possible. Some teachers go from village to village and hold classes two or three times a week in the homes of their students.

French Students Study Recent History

With the opening of a new school term in liberated France, Rene Capitant, minister of national education, said in a Paris radio broadcast that "the school, which at the end of the last century created the Republic, must today restore and renew it."

Addressing French teachers he said: "You must begin by teaching the truth, by resorting to the truth which in the immediate past has been so odiously distorted. First of all, retrace history through the traffic of the years we have just lived through. Explain how a nation can die, how it can be reborn, how it can survive. Teach your pupils the virtues of pride. . . . Make them understand that liberty is the basis of order and justice. . . . Teach them to oppose all that is opposed to liberty."

Chinese Students Favor Economics, Engineering

An analysis of the subjects chosen by high school graduates who took the entrance examinations of the five Chengtu Christian universities in China, show that economics was the most popular subject in the arts school and electrical engineering in the school of science.

China at War reports that more than 30 percent of the 2,161 high school graduates who took the entrance examinations were girls.

In Chungking, according to the latest

summary, there are now in operation 47 government and private middle schools, 15 vocational schools and two normal schools. They have an enrollment of more than 30,000 students. This does not include students at Chungking's colleges and universities.

80 Percent of Copenhagen Students Underground

Eighty percent of the students in Copenhagen are working for the underground, according to the German-controlled Danish newspaper *Faerlandet*.

The newspaper says Copenhagen's university and high schools are "practically empty" and "all lists of students have been deliberately destroyed."

The German-controlled paper says the students evidently fear they will be deported to Germany for slave labor.

Germany Makes War On Children

The deliberate campaign of destruction directed against children in occupied countries by the Axis is described in detail in a pamphlet, "Today's Children, Tomorrow's Hope," published by the United Nations Information Office.

"Historically, in the occupation of one country by the armies of another," says a foreword, "the incidental toll of death and famine suffered by women and children has never been small. In the present conflict, however, the Axis boast of total war has, in respect to the children of the invaded countries, become a hideous reality."

The pamphlet traces the pattern of enemy activities in 13 completely or partially occupied countries and sets forth the facts gathered through the underground, in liberated territories and from the enemy.

German Field Marshal von Rundstedt is quoted as having said: "We Germans must number twice the population of our neighbors. Therefore, we shall be compelled to destroy one third of the population of all adjacent territories. We can best achieve this through systematic malnutrition—in the end far superior to machine guns. . . . Starvation works more effectively, especially among the young."

The German plan called for the destruction of family life to achieve these results. In France an estimated four million persons were displaced; ten percent of Belgium's breadwinners were taken from their homes; a million and a half Czechoslovaks were moved from their towns and villages. In Greece over a thousand communities were destroyed and the problem of food was so urgent that parents and children went their separate ways to seek subsistence. From Luxembourg the Germans moved entire families to Germany. They made 850,000 people homeless in Holland. And in addition to displacing an estimated eight million Poles they exterminated ten percent of the population and left another 25 percent destitute. Russian families suffered greatly with as many as 17,000

children removed from Rostov alone to be sent to slave markets in Germany. It is estimated that in Yugoslavia at least nine percent of the children are homeless either because their parents were killed or separated from them by the Axis.

Amidst such conditions, child health suffered the consequences. In few of the occupied countries was enough food provided for children. In some, where rationing was theoretically in effect, it was a problem to procure the minimum standards. As a result the Belgian birth rate went down almost six percent; in 1940 more than 20,000 children in Prague suffered from tuberculosis, an increase of 98 percent in three years; in October of 1942, eight million French children were shoeless and by 1943 nearly a million French children had died from insufficient food. In Greece, infant mortality went up 75 percent and an examination of 25,000 children in Athens showed 75 percent of them to be consumptive. The mortality rate in Poland went up 45 percent from 1939 to 1940; children received but 15 percent of their food requirements and some of them were forced to submit to blood transfusions for the German army. In March, 1944, the Yugoslav government presented a document to the U. S. State Department estimating the mortality rate among Yugoslav children driven from their homes at between 75 and 80 percent.

The Germans carried out an almost uniform campaign in the occupied countries to purge all national beliefs and instill faith in the "New Order." The best universities were closed, their teachers sent to slave labor or concentration camps. Textbooks were rewritten to glorify the history of Germany. The study of all but the German language was forbidden. Aryanism and a belief in German race theories became a qualification for higher education. Religious instruction was halted. Schools, libraries, youth organizations were ruthlessly destroyed. The German governor general for Poland, Hans Frank, had declared: "The Polish lands are to be changed into an intellectual desert." The Germans looked beyond Poland.

As the German struck at educational institutions and family homes, the children of Europe joined parents and teachers in fighting back.

Their efforts ranged from the 12-year-old boys who fought with Yugoslav Partisans to the youngsters in Dutch schools who drew pictures of Hitler burning at the stake, and a fat Goering, as their "homework."

Belgian children were taught their real history despite the removal of their textbooks, and they sang their national anthem despite German orders to the contrary.

"The plight of young victims in the occupied lands," concludes *Today's Children, Tomorrow's Hope*, "is eloquent proof of the degree of success achieved by the aggressors. An enormous task of relief and rehabilitation faces the world."

LAWS, RULINGS AND OPINIONS

Power to Suspend or Dismiss Pupils

In reply to inquiry: Receipt is acknowledged of your letter enclosing letter from Hon. _____, Superintendent of the _____ Public Schools, in which he raises the question as to whether the principal of the schools in the _____ City Administrative Unit would be authorized to refuse admission to school under the provisions of C. S. 5563 (G. S. 115-145), of a pupil who has become a mother out of wedlock.

G. S. 115-145 provides:

"A teacher in a school having no principal, or the principal of a school, shall have authority to suspend any pupil who wilfully and persistently violates the rules of the school or who may be guilty of immoral or disreputable conduct, or who may be a menace to the school.

"But every suspension for cause shall be reported at once to the attendance officer, who shall investigate the cause and shall deal with the offender in accordance with rules governing the attendance of children in school."

It appears that the question raised in Mr. _____'s letter is one of admission rather than one of suspension. The statute above referred to only authorizes the teacher or the principal to suspend pupils for certain acts and contains no provision relative to admission.

It is, therefore, my opinion that the principal of a school in the _____ City Administrative Unit would not be authorized by G. S. 115-145 to refuse admission to a girl who has become a mother out of wedlock.—ATTORNEY GENERAL, October 2, 1944.

Per Capita Distribution; Intangible Tax

In reply to inquiry: Receipt is acknowledged of your letter of September 28, enclosing a letter from Mr. _____, Superintendent of Schools in _____ County, in which Mr. _____ refers to a question raised by the auditors as to the payment to the city schools of _____ of a per capita distribution of the intangible taxes turned over to the county schools by the county. More specifically, Mr. _____ states his question as follows:

"What I want to know is whether the city schools here, after having received directly from the State a share of the intangible taxes, should receive again from the county schools per capita payment on this money."

Section 15 of the School Machinery Act provides, in part, as follows:

"All countywide current expense school funds shall be apportioned to county and city administrative units monthly, and it shall be the duty of the county treasurer to remit such funds monthly as collected to each administrative unit located in said county on a per capita enrollment basis. Countywide expense funds shall include all funds for current expenses levied by

board of county commissioners in any county to cover items for current expense purposes, and including also all fines, forfeitures, penalties, poll and dog taxes and funds for vocational subjects."

You will observe the underscored language in this section. The intangible taxes are not levied by the board of county commissioners in any county but are levied under the provisions of Schedule H of the Revenue Act of 1939, as amended, and are distributed under the provisions of Section 715, which provides, in part, as follows:

"The amounts so allocated to each county shall in turn be divided between the county and all municipalities therein in proportion to the total amount of ad valorem taxes levied by each during the fiscal year preceding such distribution."

This section provides further:

"The amounts so allocated to each county and municipality shall be distributed and used by said county or municipality in proportion to other property tax levies made for the various funds and activities of the taxing unit receiving said allotment."

I am of the opinion that our law does not contemplate a per capita distribution to the city administrative unit of the intangible taxes allocated to the county administrative unit by the board of county commissioners under the provisions of this statute.—ATTORNEY GENERAL, October 1, 1944.

Board May Prohibit Smoking By Pupils in Proximity of School Grounds

In reply to inquiry: I acknowledge receipt of your letter in which you state that you have a school regulation prohibiting pupils from smoking in the school building and on the school grounds during the actual school day, from 9 a.m. to 3 p.m., and that a number of pupils are permitted to go home for their lunch period and upon their return, stop near the school grounds and smoke.

Your inquiry as to whether or not your regulation may be extended to prohibit the pupils from smoking near the school campus.

I do not know of any statutory authority or case which specifically gives to the school board the authority about which you inquire, but it is stated in *Corpus Juris*, 56, at page 854:

"(S 1094) 3. *Outside of School and School Hours*—a. In General. Although a school teacher or a school board ordinarily has no right of control over a child after he has returned to his home or his parents' control and cannot punish him for ordinary acts of misbehavior thereafter, the supervision and control of a teacher over a pupil, and of a school board, to make needful rules for the conduct of the pupils, is not confined to the schoolroom and school premises, but extends over the pupil from the time he leaves home to go to school until he returns home from

school, and where the effect of acts done out of a schoolroom while the pupils are coming to or going from school reach within the schoolroom, and are detrimental to good order and the best interest of the school, such acts may be forbidden and the teacher may punish an offending pupil when he comes to school, but the connection between the prohibited acts and the discipline and welfare of the school must be direct and immediate, not remote or indirect."

For general authority of the board of education to regulate activities of school pupils which are considered detrimental to the interest of the school, see the case of *Coggins v. Board of Education*, 223 N. C. 763.

I am inclined to the opinion that your school board may, by proper resolution, prohibit the pupils of the school from smoking on the school grounds or in an area adjacent thereto.—ATTORNEY GENERAL, November 3, 1944.

Schools May Be Used for Recreation Purposes at Local Board's Decision

In reply to inquiry: In answer to your question with regard to the use of school buildings and grounds for community and recreational purposes, this is to advise that according to law, school buildings and grounds may be used for any community purposes that may be beneficial to the patrons of the community. The following is a copy of Section 71 of the 1929 Public School Law of North Carolina:

"*Use of School Property.* It shall be the duty of the county board of education and board of trustees to encourage the use of the school buildings for civic or community meetings of all kinds that may be beneficial to the patrons of the community, and the board of education or the board of trustees has authority to make rules and regulations governing the use of school property."

This law omits any statement with regard to the financing of the use of school buildings for other than school purposes. With regard to this we find in Section 9 of the School Machinery Act the following:

"The State Board of Education shall effect all economies possible in providing state funds for the objects of general control, operation of plant, and auxiliary agencies, and after such action shall have authority to increase or decrease on the uniform percentage basis the salary schedule of teachers, principals and superintendents in order that the appropriation of state funds for the public schools may insure their operation for the length of term provided in this act: Provided, however, that the State Board of Education and county boards of education for county administrative units and boards of trustees for city administrative units, shall have power and authority to promulgate rules by which school buildings may be used for other purposes."

(Continued on page sixteen)

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin, December, 1939)

"Resolved, That the Federal Government Should Own and Operate the Railroads, is the query which will be discussed this year by the high schools holding membership in the High School Debating Union.

"During the past year the Young Tar Heel Farmer Branch of Future Farmers of America increased seven in the total number of local chapters over last year and had 697 more active members.

"At the biennial session of the North Carolina Library Association held at Southern Pines on October 26-28, Mrs. Mary Peacock Douglas was elected president for the ensuing biennium.

"Dr. J. Henry Highsmith and Mr. T. E. Browne are cooperating with the Bureau of Educational Research and Service of the University, Chapel Hill, in making a survey of the Leaksville Township Schools."

20 Years Ago

(New School Legislation, Educational Publication No. 80)

"Section 1. That an educational finance commission, consisting of seven members, composed of four members, one of whom shall be a land-owning farmer, to be appointed by the Speaker of the House and three, one of whom shall be a land-owning farmer, to be appointed by the President of the Senate, is hereby created, which commission shall assemble in the city of Raleigh at the call of the Governor and organize by electing one of their number chairman and another secretary. It shall be the duty of this commission to study the methods of financing public education in North Carolina at this time and to suggest to the next session of the General Assembly ways and means whereby the cost of education may be more equitably distributed, to the end that the efficiency of the public school system in North Carolina may be increased."

MEMBERS

Walter H. Woodson, Salisbury.
Emmett Bellamy, Wilmington.
Robert T. Wilson, Yanceyville.
N. A. Townsend, Dunn.
T. C. Bowie, Jefferson.
Clayton Moore, Williamston.
C. P. Rogers, East Flat Rock.

35 Years Ago

(Outline Course of Study for the Elementary Public Schools)

"Finally, I would emphasize the necessity for the thorough teaching in the elementary grades of such subjects as spelling, writing, reading, arithmetic and language, which subjects are so essential to real progress in more advanced work. These subjects ought never to be neglected in order to teach the so-called higher branches. This foundation work can never be neglected without great injury to the best interests of the children and the efficiency of the schools."—J. Y. JOYNER, *Superintendent of Public Instruction*, Raleigh, N. C., December, 1909.

Keeping Christmas

Are you willing to stoop down and consider the needs and the desires of little children; to remember the weakness and loneliness of people who are growing old; to stop asking how much your friends love you, and ask yourself whether you love them enough; to bear in mind the things that other people have to bear on their hearts; to try to understand what those who live in the same house with you really want, without waiting for them to tell you; to trim your lamp so that it will give more light and less smoke; and to carry it in front so that your shadow will fall behind you; to make a grave for your ugly thoughts, and a garden for your kindly feelings, with the gate open—are you willing to do all these things even for a day? Then you can keep Christmas.

And if you keep it for a day, why not always?

But you can never keep it alone.

—HENRY VAN DYKE.

LAWS, RULINGS AND OPINIONS

(Continued from page fifteen)

The interpretation which the State Department has placed on laws with reference to the use of school buildings for other than school purposes is that this is a matter entirely under the jurisdiction of the local boards of education. Expenses incurred as a result of use of buildings and grounds for other than distinctly school purposes therefore is a responsibility of county and city school administrative units."—CLYDE A. ERWIN, *State Superintendent of Public Instruction*.

Sale of Ice Cream and Soft Drinks, Pencils, etc., in The Public Schools

In reply to inquiry: I have your letter of September 28, in which you write to me as follows:

"The question has come up as to whether it is legal to operate a school store in a North Carolina public school. In this case the question is: Is it legal to sell ice cream, soft drinks, paper, pencils, etc., in a public school, the profits to be spent for school supplies and physical education equipment?"

Section 30 of the School Machinery Act authorizes the trustees or school committee in any school to provide cafeterias and places where meals may be sold for the convenience of the teachers, school officers and pupils in the schools. In the operation of a cafeteria under authority of this section, but only for the purposes stated in the section, trustees or school committees of a public school would have a right to sell food items, which might include ice cream and soft drinks. There is no authority, in my opinion, for the school's operating a store for the sale of pencils or other kinds of merchandise.—ATTORNEY GENERAL, October 2, 1944.

FROM THE PRESS

Salisbury. Ella Stephens Barrett, of the State Department of Public Instruction, is a visitor in Salisbury, and yesterday and today (November 9) visited schools of the city system, conferring with principals and teachers on answering needs of students for individual educational and vocational guidance.

Bertie. Forty-eight students and 12 teachers, representing Bertie County high schools, participated in a physical fitness program at the local school gymnasium Tuesday.

Durham. Dr. N. C. Newbold, Director of Negro Education of the State Department of Public Instruction, will be the main speaker this afternoon at a program at the Little River Colored Elementary School, in recognition of the school's outstanding achievement, it was announced yesterday (November 9) by W. M. Jenkins, County School Superintendent.

Ashe. Miss Eunice Elder, public school music specialist of the U. S. Department of Education, and Miss Hattie Parrott, Supervisor of Elementary Education for North Carolina, spoke to the Ashe County teachers at a countywide teachers' meeting here on Saturday.

High Point. The State of North Carolina must have Federal aid if it is to provide adequate educational facilities for the approximately one million children enrolled in the public schools, Charles W. Phillips, of Greensboro, president of the North Carolina Council of Parents and Teachers, told representatives of the various school parent-teacher associations of the city in an address at the high school last night (November 13).

Winston-Salem. Around 75 teachers, librarians and other interested persons heard the lectures in observance of Book Week given yesterday (November 16) by Miss Anne Carroll Moore, authority on children's literature.

Hickory. Stressing the theme, "United Through Books," the Hickory city schools and the public library are joining in the observance of National Book Week, which began Sunday (November 12).

Durham. Dr. Clyde A. Erwin, State Superintendent of Public Instruction, Raleigh, addressed the monthly meeting of city teachers yesterday, discussing "Educational Work in the State Schools and the New Legislative Program."

PROCEDURE OUTLINED FOR ALLOWING CREDIT TO VETS FOR TRAINING IN SERVICE

(Continued from page thirteen)

copy of the handbook, "A Cooperative Study to Aid Educational Institutions to Evaluate Military Experiences." This handbook may be ordered from the American Council on Education, 363 Administration Building (W) Urbana, Ill. The price is \$2.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

c370.5

OLAN V. COOK
UNIV. LIBRARY
CHAPEL HILL, N. C.



PHYSICAL FITNESS IN BUNCOMBE COUNTY

**JANUARY 1945
Vol. IX » No. 5**

In This Issue . . .

PAGE

| | |
|---|------|
| State Superintendent's Letter..... | 2 |
| Editorial Comment | 3 |
| Cover Picture (box)..... | 3 |
| Editors Express Opinions About Public Schools | 4 |
| Proof on Language Arts Read in December..... | 4 |
| What Is Most Important in Education? (box) | 4 |
| Westinghouse Announces National Scholarship Contest for 1945..... | 4 |
| Graphic Guide Showing the Link Between Civilian and Army Jobs is Published..... | 4 |
| Schools Plan for V-Day..... | 5 |
| State Board of Education Amendment Carries in Eighty-seven Counties..... | 5 |
| Issues Affecting Education Now Facing Congress | 5 |
| What Makes a Nation Great?..... | 6 |
| Better Education is Needed for Higher Production After War, Says DuShane..... | 6 |
| "FM for Education" Published..... | 6 |
| ✓ Surry County Schools Employ Supervisor..... | 6 |
| Pennsylvania State College to Hold Reading Seminar | 6 |
| School Attendance Problem Analyzed by Kansas City Superintendent | 7 |
| American Council Issues Guide for Veterans' Education | 7 |
| Social Hygiene Day to Be Observed February 7 (box) | 7 |
| Legislative Council Includes Compulsory Attendance in Its Program | 7 |
| State School Facts..... | 8, 9 |
| Instructional Service Division Suggests Ways to Improve Pupil Progress..... | 10 |
| Book: Anniversaries and Holidays Issued by A. L. A..... | 10 |
| Two N. C. Teachers Serve With Waacs in Italy | 10 |
| State Planning Board Makes Survey of Cleveland County | 10 |
| Jr. Town Meeting League Publishes Discussion Handbook..... | 10 |
| Report on Vocational Technical Training is Published..... | 11 |
| Wanted (box) | 11 |
| ✓ Supt. Erwin Makes Recommendations for Improvement of Public Schools | 11 |
| "March of Dimes" Drive to Enlarge Polio Program..... | 11 |
| School Library Planning Brochure Available..... | 11 |
| New War Savings Teaching Aids Now Available (Free on Request) (box)..... | 12 |
| Former Superintendents of Schools Die..... | 12 |
| Statewide Examinations to Be Given This Month..... | 12 |
| Smaller Percentage of Pupils Fail in School Work Now..... | 12 |
| Highsmith Says Teachers Should Talk Less and Work More..... | 12 |
| County and City Schools Are Exempt From Excise and Transportation Taxes..... | 12 |
| North Carolina Garden Club Sponsors Contest | 13 |
| International Education | 14 |
| Laws, Rulings and Opinions..... | 15 |
| From the Past..... | 16 |
| From the Press..... | 16 |

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JANUARY, 1945

No. 5

STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

January 10, 1945.

To Superintendents, Principals and Teachers:

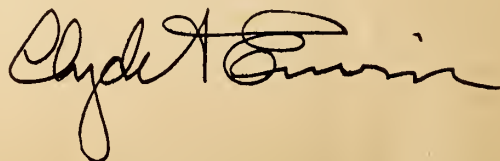
The Broughton administration, as you well know, was marked by great advances in public education. The twelve-year program, the State retirement system, the nine-months term, the State Board amendment to the Constitution, and some increases in the salaries paid school employees, including the equalization of white and Negro salaries paid from State funds, have all been accomplishments for which educators can take pride. When the effects of these achievements are fully felt, there is no question but that in the years to come every child in the State will have some of that "opportunity to burgeon out all that is within him" which Aycock advocated.

It appears, in a way, that Aycock's ideal has been reached, but in accordance with present world conditions and considering the tremendous changes that have been made in ways of living, we know that public education in North Carolina has by no means reached the end of the road. There are many points at which we must attack with foresight, with courage and with vigor, before we can say that the doors of childhood opportunity have been opened.

In my opinion, we are on the threshold of a new day for public education in this State. We are moving more rapidly than we progressed during the early part of this century. And in so doing we are about to lose sight of some of our children. We must not forget any child in making provisions for better educational facilities. We must now gather up some of the loose ends in order to make our educational structure stronger.

Elsewhere in this BULLETIN will be found an article giving briefly some of the "ends" about which I am thinking. The time is ripe, I believe, for taking these steps. We are entering a gubernatorial administration, which I think will definitely favor the upward trend in public school advancement. I hope that each of you will cooperate to the fullest extent in this proposed improvement and that at the end of another four years, we can look back on still greater achievements than were made during the past four-year period.

Very truly yours,


State Superintendent of Public Instruction.

EDITORIAL COMMENT

A Second Aycock

Now that the Broughton administration has passed into history, it might be well to appraise it in so far as public education is concerned. In view of the fact that this four-year period was definitely educational, public education having fared so well during the time, we are going to confer on our esteemed past governor the title of "A Second Aycock."

No one will deny that in order to make progress it takes leadership. The office of governor is a place of leadership. It will also be admitted that the exercise of leadership in a certain way depends upon the times. And finally, when the office and the times are brought together by a person with foresight and wisdom, great progress may be made. When J. Melville Broughton became governor, the office, the times and the man all met to project public education into a position dreamed of by Aycock, Joyner and the other great educational leaders who advocated broader and better educational opportunity for all the children of the State back yonder at the beginning of this century. The "game" started with those leaders but Broughton "carried the ball over" and made "several touchdowns" by his support of the measures that have now become the law and practice of this State.

Among the major accomplishments of the Broughton administration, for which the past governor should be given major credit since he threw the weight of office behind them, are the following:

1. The establishment of the Teachers and State Employees Retirement System.
2. The addition of the 12th year to the instructional program.
3. The addition of the ninth month to the State-supported school term.
4. The equalization of white and Negro teachers' salaries.
5. The State Board of Education Amendment to the Constitution.
6. The greatly increased State appropriation to vocational education—from \$350,000 in 1939-40 annually to \$919,055 in 1943-44.
7. The substantial increase in State funds for the operation of the schools, other than vocational education, and including funds for the 12th year, the ninth month, and the equalization of teachers' salaries—from \$27,000,000 in 1939-40 to \$37,712,874 in 1943-44.

Anyone reviewing these major accomplishments, to say nothing of the many minor changes made possible by these and other improvements, can't help but admit that this record surpasses the records of all former administrations in gains made for the education of the boys and girls of the State. True, educational gains were made during other gubernatorial administrations, to mention the free textbook law and the provision of the eight-months school term as two of the more recent additions. The Broughton administration, however, has a larger number of important

accomplishments to its credit, and they all come as a result of a desire of the people for better educational opportunity for their children and as a result of the leadership of the former governor and those who worked with him. His administration, therefore, may well be labeled as predominantly educational, and he may be called an "educational governor," a second Aycock, if you will, just as former North Carolina governors have been called "the good roads governor," "the business governor," "the live-at-home governor," etc.

We are all proud of this progress, yet we are not unmindful of the present needs of the schools in order that they may further enlarge and improve the childhood opportunity of the State. We are ready to move forward with new hopes, renewed vigor, and with the faith that all good things come eventually—when the office, the times and the leadership all meet.

It Takes Money

After the school building has been erected and adequately equipped, the operating expense must be met. This expense includes the salaries of the teachers and principals, the janitor's wages, the necessary fuel and other supplies of operation and maintenance, and adequate supplies for instructional purposes. All of these services and supplies take money, even on the lowest standard. When there is a demand for higher types or additional services, still more money is necessary. You can't have good schools without adequate financial support. The State has recognized this fact by appropriating additional money for increasing the public school term, for extending the instructional program, and for other desired improvements of the public school system.

These improvements are fine; they aid considerably in broadening the educational opportunity for our boys and girls. After all, however, they are only limiting factors in the framework of the school system. The teacher is the essential part of the school. Unless we have good teachers, the schools will not be good.

How do we get good teachers? It takes money.

Cover Picture

A physical fitness program was carried on in the Buncombe County schools during the year 1943-44. This picture represents one event, spring board activity, of the county program that was put on at McCormick Field in Asheville near the close of the school term. This program of physical exercises preceded by a parade was well attended and much enthusiasm was shown by those present. Approximately 900 children took part in the physical fitness exercises.

We are facing a critical situation right now in respect to the teaching situation. A number of the good teachers have left the profession for more remunerative work. The teacher training institutions are turning out fewer persons who have prepared for teaching. As a result the trend of the average scholastic preparation is lower. Another fact is that the teaching profession is not attracting those best suitable for teaching; and so even though many persons have met the academic requirements, they still are not always good teachers.

All these things determine whether the school is good. They all determine the sort of educational opportunity provided. Good instructional service cannot be bought at a discount, nor can a substitute be just as good. Unless we purchase the services of good teachers, the children will not profit maximally by the improvements already made. We must have good teachers. And it will take money to get them.

Another Newsletter

We welcome, belatedly, another publication into our "family of departmental papers," the *D. E. Newsletter*. In fact, we are given credit for naming this "lusty mimeographed infant," which makes its weekly contribution in the field of distributive education under the guidance of W. B. Logan, Acting State Supervisor. Right now the *D. E. Newsletter* is presenting an interesting series of articles concerning the cities which have D. E. programs.

Tax Limitation

There is a movement, which already has the support of 14 states, to amend the United States Constitution so that tax rates on incomes, estates and gifts, except in wartime, would be limited to 25 percent. With the Federal Government committed to a postwar program entailing large expenditures, including debt reduction, outlays for war veterans, rehabilitation, social security, and other programs for the national welfare, an alarming development is seen as the result of such action to curtail the Federal taxing power. Limiting the tax rate on large incomes, estates and gifts will naturally raise the tax rate upon the lower incomes. And this before any Federal aid to education has been provided to the states. An amendment of this kind, therefore, would tend to defeat and perhaps make it impossible for the Federal Government to meet the emergencies that will follow in the postwar period, when the nation's economy might even be worse than war itself. The power of the nation should not be limited in any way to prevent inflation, and taxation is a means of curbing such a calamity.

This is such an important question that we urge all school people to oppose it. It takes 32 states to request a constitutional convention in order for Congress to act. Let's not allow North Carolina to be one of the 32.

Editors Express Opinions About Public Schools

Editors of North Carolina newspapers, both weekly and daily, find in "public education" a topic upon which they can express their opinions freely. A sampling of editorials for one week from various State papers indicates that the editorials on public education range from those having purely local interest to several applying to the schools as a whole and having Statewide significance.

For example, the West Jefferson *Post* has an editorial entitled "Congratulations to Schools" in which congratulations are extended to the principals and teachers of the West Jefferson and Jefferson schools and to the County Superintendent of Ashe County for raising the standards of three elementary schools so that they were placed on the State accredited list. Another editorial having local application is that entitled "Words Well Spoken" in the Siler City *News*. This editorial complimented and concurred in the thoughts expressed by Supt. J. S. Waters, of Chatham County, in his advocacy before the Bonlee P.T.A. of a more stringent compulsory attendance law and increases in pay to teachers.

Illustrations of editorials having Statewide significance are the following: "Our Inadequate School Law," from the High Point *Enterprise*; "Should Pay Teachers," from the Durham *Herald*, and "Amendment by Minority," by the Winston-Salem *Journal*. This first-named editorial argues for raising the compulsory attendance age limitation. "The Laws of North Carolina," the editor points out, "do not require any boy or girl as old as 14 to go to school, while at the same time there is no law to require them to do anything else and some laws which limit the kind of work they may do." The result is a large number of teenage boys, in the midst of probably the most formative period of their lives, are wandering the streets — neither working nor acquiring an education.

In the editorial of the Durham *Herald*, the final paragraph of a forceful argument for better pay for school teachers reads. "Want to know what is wrong with public education in North Carolina? There are too few good teachers. And those must consider themselves dedicated to a cause. Those who need to live comfortably are doing something else."

The editor of the Winston-Salem *Journal*, in his "Amendment by Minority," somewhat bemoans the fact that the State Board of Education amendment passed by a smaller vote than the other amendments, and concludes that "Evidently a vast majority of the people of the State were either afraid of this amendment or didn't understand it well enough to risk a vote on it. If ever there was an example of amendment by minority this is a shining example." As a matter of fact, all five of the amendments passed by a vote much smaller than the vote cast for president, ranging from 20.8 percent in the case of the State Board amendment to 29.7 percent for that cast in favor of amendment No. 1, whereas the majority vote for president represented 66.7 percent of the total votes cast.

Other editorials for the week sampled concerned "Our Well-educated Army,"

in the Washington *News*; "The School Principals," in the Rockingham *Journal*; "Merit Basis for Teachers," in the Kannapolis *Independent*, and "Two Different Matters," a discussion of the salary schedule and withholding taxes as they relate to white and Negro teachers, by the Greensboro *News*.

Proof On Language Arts Read in December

The proof on the new Language Arts course of study publication was read in December and returned to the printer for corrections, press work and binding, it is stated by L. H. Jobe, Director of the Division of Publications of the State Department of Public Instruction. "We should have a delivery on this publication by February," Mr. Jobe stated further, "and just as soon as delivery has been made, shipment to the various county and city superintendents will begin. Persons desiring to own copies of this bulletin, which is publication No. 249, may order direct from the Division of Publications, State Department of Public Instruction, Raleigh, N. C., sending 50 cents in stamps, money order or check made payable to Charles M. Johnson, State Treasurer.

What Is Most Important In Education?

When asked to name the most important things children should get from their public-school education, Americans rank a mastery of academic subjects and the development of desirable character traits of first and equal importance, followed by vocational training, citizenship education, and experience in making social adjustments.

Thirty-four percent of the public say they consider a mastery of regular school subjects—with the "fundamentals" and the "three R's" most often mentioned—the most important part of education.

Thirty-four percent mention some aspect of character education.

Twenty-six percent believe preparation for earning a living most important.

Fourteen percent speak of citizenship education.

Eleven percent think children should be taught how to get along with other people, and seven percent are not specific in their suggestions.

Because a number of respondents rate more than one phase of education as "most important," the percentages total to more than 100.—From *The Public Looks on Education*, Report No. 21, National Opinion Research Center, University of Denver.

Westinghouse Announces National Scholarship Contest for 1945

Plans for the 1945 George Westinghouse Scholarship contest, open to every senior high school boy in the United States, were announced recently by the Westinghouse Electric & Manufacturing Company, sponsor of the awards.

Ten scholarships, now valued at \$1,850 each, will be awarded for an engineering education at Carnegie Institute of Technology in Pittsburgh, according to J. C. McKeon, supervisor of scholarships and graduate study at Westinghouse. Applications for the scholarships will be accepted only until February 1, 1945. Contestants are required to have good scholastic records in high school and be able to meet Carnegie Tech entrance requirements. Students who competed in the 1944 competition are not eligible for this year's contest.

The tests will be administered in all parts of the country by the College Entrance Examination Board on April 7. Early in May the ten awards will be made and the winners will begin their studies at Carnegie Tech in June.

"In the event a scholarship winner joins one of the branches of the armed services," Mr. McKeon stated, "his scholarship will be held for him until he returns, provided he begins his engineering studies within one year of his release from the armed services."

The prewar scholarship was based on a five-year program plus four summers and one full year of experience at Westinghouse plants and research laboratories and the scholarships were valued at \$3,420. This plan will be resumed when conditions permit.

"However," Mr. McKeon said, "for the duration of the war, the urgent need for engineering skill makes it necessary that the student devote full time to his studies. Under the accelerated program, the students are graduated in a shorter period of time."

Graphic Guide Showing the Link Between Civilian and Army Jobs Is Published

A graphic guide designed to point up for the benefit of discharged army veterans the relationship between civilian employment to which they can turn with little or no training, additional training or extensive training, and the skills acquired in the 124 jobs most common in the army was published recently by the B'nai B'rith Vocational Service Bureau in the form of a wall chart 38x50 inches, entitled "What You Can Do With Your Army Training As a Civilian."

Prepared in coöperation with the War Department and the War Manpower Commission, this chart, the first of its kind, parallels in text and illustrations a description of each of 124 army jobs and the civilian work which a veteran can do if he was engaged in one of these jobs during his military service.

First in a series of postwar research and publication projects by B'nai B'rith's Vocational Service Bureau, the

chart is intended to give veterans only job leads. The veteran is cautioned that notwithstanding the relationship of his army-acquired skills to civilian jobs, he may not be able to get such work in the community where he plans to live; he may not want such work, or he may want to go back to his old civilian job, if he had one.

The chart also suggests the veteran may want to train for or enter a different occupation after considering his interests, hobbies, previous training and experience, in and out of the army, and it urges him to see a vocational counselor. There is space on the chart for a local vocational counseling service to imprint its own name and address, thus encouraging the veteran to utilize the service. Inquiries concerning the availability of the chart should be directed to the B'nai B'rith Vocational Service Bureau, 1003 K Street, N.W., Washington 25, D. C.

Schools Plan for V-Day

More than half of the nation's schools will not close on V-Day, but will hold a victory assembly and then proceed on a basis of "business as usual." This is shown in a nationwide survey made by the School and College Division of the National Safety Council.

Approximately half of the schools that do plan to close on V-Day will hold a victory assembly, then dismiss classes for the day. The remaining half will dismiss school as soon as news of the victory in Europe is received. The tone of V-Day plans among the schools, as revealed in the council's survey, is one of thanksgiving and rededication, rather than of unrestrained enthusiasm.

Plans for celebrating V-Day in the schools are taking this pattern, the council's survey shows:

1. Definite arrangements for the V-Day celebration already have been made by most schools. In some school systems the school administration has set up a regular program to be followed by all schools in the system. In other schools, the principal and faculty of each individual school have been asked to plan a program suited to their student body.

2. An attempt is being made now to get the true meaning of V-Day before the student body. The significance of V-Day as a day of resolve and restraint is being stressed in regular assemblies and in editorial columns of school papers.

3. Some school systems have brought discussion of V-Day and its implications into their homeroom programs and classes. Various aspects of the victory and of postwar problems are included in these discussions.

In general, the council's survey shows, the V-Day assembly program will follow a simple pattern—patriotic music, a statement of the significance of the day, a tribute to graduates of the school in service, a prayer for those who have fallen and for ability to achieve the goals for which we are fighting, and a ceremony for rededication to the task ahead. Many schools are inviting parents to attend the V-Day assembly.

State Board of Education Amendment Carries in Eighty-seven Counties

According to a tabulation by counties of the vote last November on the State Board of Education amendment to the Constitution, the amendment passed in 87 counties, tied in one (Sampson), and failed in 12. The vote varied widely in the several counties, some voting for by large majorities, others passing by a small majority, and still others voting against the amendment by a large majority. The total 272,465 votes cast in the State on this amendment were divided as follows: For, 164,723; against, 107,742.

The following table shows the vote by counties, those indicated by an (*) asterisk having a majority against the amendment:

Vote by Counties For and Against the Amendment

| County | For | Against |
|-------------|--------|---------|
| Alamance | 4,343 | 1,439 |
| Alexander* | 870 | 2,251 |
| Alleghany | 495 | 409 |
| Anson | 1,090 | 617 |
| Ashe* | 1,288 | 1,769 |
| Avery* | 553 | 612 |
| Beaufort | 1,953 | 562 |
| Bertie* | 1,251 | 1,340 |
| Bladen | 1,180 | 602 |
| Brunswick | 863 | 298 |
| Buncombe | 13,842 | 3,081 |
| Burke | 2,839 | 1,295 |
| Cabarrus | 4,607 | 2,189 |
| Caldwell* | 2,014 | 2,371 |
| Camden | 219 | 106 |
| Carteret | 1,947 | 192 |
| Caswell | 671 | 261 |
| Catawba | 4,229 | 2,060 |
| Chatham | 1,796 | 1,046 |
| Cherokee | 1,114 | 639 |
| Chowan | 426 | 116 |
| Clay | 155 | 62 |
| Cleveland | 2,629 | 2,114 |
| Columbus | 1,815 | 1,073 |
| Craven | 2,052 | 429 |
| Cumberland | 4,024 | 962 |
| Currituck | 320 | 129 |
| Dare | 245 | 168 |
| Davidson | 5,080 | 4,218 |
| Davie | 1,048 | 431 |
| Duplin | 2,877 | 703 |
| Durham | 6,833 | 1,458 |
| Edgecombe | 2,875 | 426 |
| Forsyth | 10,586 | 3,970 |
| Franklin | 1,470 | 517 |
| Gaston | 6,449 | 2,707 |
| Gates | 394 | 48 |
| Graham | 741 | 260 |
| Granville | 1,605 | 341 |
| Greene* | 387 | 391 |
| Guilford | 13,855 | 4,002 |
| Halifax | 3,473 | 508 |
| Harnett | 3,504 | 1,383 |
| Haywood | 3,729 | 1,228 |
| Henderson | 2,052 | 1,105 |
| Hertford | 758 | 86 |
| Hoke* | 536 | 568 |
| Hyde | 401 | 76 |
| Iredell | 3,669 | 2,864 |
| Jackson | 956 | 686 |
| Johnston | 3,371 | 2,054 |
| Jones | 333 | 161 |
| Lee | 1,933 | 424 |
| Lenoir | 2,057 | 847 |
| Lincoln | 1,539 | 998 |
| Macon | 1,193 | 438 |
| Madison | 1,069 | 1,006 |
| Martin | 1,464 | 231 |
| McDowell | 1,542 | 793 |
| Mecklenburg | 11,251 | 6,122 |
| Mitchell* | 532 | 1,212 |
| Montgomery* | 753 | 831 |
| Moore | 2,471 | 923 |
| Nash | 3,107 | 789 |
| New Hanover | 5,261 | 1,126 |
| Northampton | 1,117 | 361 |
| Onslow | 757 | 312 |
| Orange | 2,256 | 395 |
| Pamlico | 454 | 252 |
| Pasquotank | 913 | 696 |
| Pender | 633 | 243 |
| Perquimans | 351 | 105 |
| Person | 853 | 233 |
| Pitt | 3,073 | 754 |
| Polk | 871 | 588 |
| Randolph | 2,659 | 1,910 |
| Richmond | 2,175 | 950 |
| Robeson | 2,911 | 1,355 |
| Rockingham | 2,933 | 930 |
| Rowan | 5,083 | 2,605 |
| Rutherford* | 3,073 | 4,011 |
| Sampson | 1,812 | 1,812 |
| Scotland | 833 | 296 |

| | | |
|--------------------|----------------|----------------|
| Stanly* | 2,111 | 2,230 |
| Stokes | 1,386 | 755 |
| Surry | 2,316 | 1,042 |
| Swain | 1,598 | 509 |
| Transylvania | 1,628 | 954 |
| Tyrrell | 375 | 103 |
| Union | 1,649 | 854 |
| Vance | 1,476 | 392 |
| Wake | 10,289 | 3,064 |
| Warren | 991 | 363 |
| Washington | 1,180 | 328 |
| Watauga | 1,284 | 1,145 |
| Wayne | 3,496 | 736 |
| Wilkes | 1,131 | 1,115 |
| Wilson | 2,768 | 646 |
| Yadkin* | 970 | 1,014 |
| Yancey | 1,312 | 461 |
| TOTAL STATE | 164,723 | 107,742 |

Issues Affecting Education Now Facing Congress

Edpress Newsletter announces that no less than 15 major issues affecting education and youth face the 79th Congress which convened this month. They include:

Compulsory military training for all youth. The president has served notice, immediately after the elections, that he will seek congressional approval for "compulsory universal service." He has evaded questions whether this training would be purely military in nature. Best Washington guess is that the president will recommend an overall program which will include physical, vocational, elementary citizenship, plus military training.

Extension of Selective Service Act, which expires May, 1945, is almost certain to be passed.

Federal Aid for Education may get a House hearing. Proponents of this measure were encouraged by the recent presidential statement, "I believe that the Federal Government should render financial aid where it is needed. . . ." His next phrase, however, may call for revamping the legislation as it now stands. That phrase said: ". . . and only where it is needed."

George-Dondero Vocational Education Bill, calling for establishment of area vocational schools, will in all probability get a hearing during this session of Congress, but will probably not be approved in its present state. Area vocational school clauses will create much debate and will require considerable discussion.

The GI Bill of Rights will be tossed back into the Congress for revision.

Surplus Property Disposal Act, ditto.

The International Office of Education is almost certain to be considered, with some prospects of success assured by presence of Senator William Fulbright in the Upper House.

Expansion of Social Security Act, to include coverage of teachers and other state and municipal employees, will be up before this session of Congress adjourns. The administration, heartened

(Continued on page six)

by the fact that the Republican party endorsed such an expansion, will seriously push for action. On seven previous occasions the Social Security Board has merely "recommended" expansion of the act.

Other measures facing Congress will include *reorganization of the school lunch program*; more adequate provision for *child care*; *adult education provisions* through the university extension services; *assistance to universities and colleges*, as called for by a special House study headed by Francis J. Brown; *abolition of the Bureau of Training of the War Manpower Commission*, long considered a fifth wheel among training agencies; *reorganization of the U. S. Office of Education*, and *assistance to the 4-H club program*.

What Makes a Nation Great?

Only a people make a nation great. . . . We can build a greater, nobler America only as we develop human resources. . . . There is power in a waterfall, in a B-24, in an acorn. But there is greater power in education which teaches men how to control the forces of nature and changes the thoughts and actions of man himself. . . . Our plans for the future will fail unless there are people capable of carrying them out. That is why we must provide educational opportunity for every citizen. For Tom, Dick and Harry—for Alice, Mary, Susan—for the Bumsteads, McFarlands, the Smiths, the Chaconas and the O'Flahertys. . . . Develop our human resources and we can solve all of America's problems.

In the dark days of economic depression of the 1930's the teachers of America stayed by their battle stations. The results of their work are revealed in the skill, devotion, character of our young men as demonstrated from Corregidor to Anzio and from Saipan to Normandy.

The time has come to put a stop to human waste everywhere. . . . Better citizens are needed. . . . Opportunity for all must be provided. . . . Intolerance is a fire that must be put out. . . . A prosperous economy can endure only upon the basis of a universally educated people. . . . The only real solution to the youth problem is more and better education and plenty of jobs.

We have ample resources in this country to provide an adequate education for all. If we want such an educational program, if we believe that education can help to build a stronger nation, then we can find ways to provide abundantly for it in the United States.

The above sentences are from a new booklet issued by the NEA, entitled *Education: A Mighty Force*. Written in the forceful style and flowing prose suggested by the above sentences, the pamphlet tells incisively of education's rôle in our nation's future.

Here is a valuable tool for parent and teacher groups who seek to raise education to its proper place in the community. The pamphlet was made possible through the NEA War and Peace Fund. Available for free distribution as long as the supply lasts.

Better Education Is Needed for Higher Production After War, Says DuShane

"We can have a high level of production in America only if the great masses of people are educated to want more goods and services and are able to earn good incomes to pay for them," Donald DuShane, Secretary of the National Commission for the Defense of Democracy Through Education, Washington, D. C., told a conference of State leaders on education and postwar problems at a meeting in Raleigh on November 28, 1944.

"Much better education for the masses of our people is essential to any long-time solution of the problems of full employment and high national income," he said.

Pointing out the relation between education and the ability of people to buy goods and services, DuShane said that in 1939 retail sales in states which ranked highest in education average \$396 per person as compared with an average of \$182 in the ten states which ranked lowest educationally.

"In 1943, newspaper circulation in the ten highest states educationally was 306 per thousand population, whereas the figure for the lowest ten states was 149 per thousand," he stated.

"In farm income the effect of education on business is even more striking," he continued. "Per capita farm income for the farmers in the ten highest states educationally averaged \$632 in 1940, while the figures averaged only \$161 for the ten lowest states educationally."

The conference was sponsored jointly by the National Education Association, the North Carolina Education Association and the National Commission for the Defense of Democracy Through Education.

"FM for Education" Published

"FM for Education," a primer of facts and ideas about the educational uses of frequency modulation broadcasting, has just been published, the U. S. Office of Education, Federal Security Agency, announces. The pamphlet is illustrated with photographs, charts and diagrams, detail suggestions for planning, licensing and utilizing educational FM radio stations owned and operated by school systems, colleges and universities.

At a hearing before the Federal Communications Commission recently, John W. Studebaker, U. S. Commissioner of Education, reported that 500 educational FM stations were expected to be in operation within five years after the end of the war. Interest in school and college FM networks is so great that educators have petitioned the FCC for ten FM channels in addition to the five already allocated to education.

"FM for Education" is designed to help educators interested in establishing FM stations over the planning hurdles. The book answers questions like these: "What is FM and what are its potentialities for education?" "What will it cost?" "How can an FM station be used?" "What audiences can educational FM stations serve?" "How can school libraries, music classes, English classes, social studies classes, arithmetic, reading, foreign language, speech, dramatics, science and art classes bene-

fit from FM broadcasting?" For the most part, answers are given through descriptions of successful broadcasting activities carried on in schools which already have used radio as a tool.

"FM for Education" may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., for 20 cents.

Surry County Schools Employ Supervisor

Miss Minnie Ruth McNeill, formerly a teacher in the Elkin school, has been employed as supervisor of the Surry County schools, it was recently announced by John W. Comer, county superintendent. Miss McNeill is a graduate of Meredith College, Raleigh.

The Surry County school system is composed of 20 white and 11 Negro schools, not including Mt. Airy, which is a separate administrative unit. The program under the direction of Miss McNeill is planned to improve the instruction now offered. Miss McNeill will work with the teachers, both individually and in groups, in an effort to bring about such improvement.

The employment of Miss McNeill brings the total county supervisors employed throughout the State to nine, the other eight counties employing supervisors being Alamance, Carteret, Davidson, Durham, Johnston, Mecklenburg, Northampton and Pitt. The supervisor of Alamance County, however, is now on military leave.

Seven city units have supervisors of instruction, either for work in the elementary schools alone or for both elementary and high schools. They are: Burlington, Gastonia, Raleigh, Roanoke Rapids, Sanford, Statesville and Winston-Salem.

Pennsylvania State College To Hold Reading Seminar

The Annual Seminar on Reading Disabilities will be held January 29-February 2 at State College, Pa., it was recently announced by Prof. Emmett A. Betts, director of the reading clinic of that institution. Beginning Monday, January 29, the five-day program will include discussions and talks on a number of topics, all pertaining to reading difficulties, by a number of experts in the field of reading, psychology and education.

Registration for the seminar should be made in advance with Miss Betty J. Hough, reading clinic secretary, by payment of the registration fee of \$5. Copies of the program and other information may also be secured from the secretary.

School Attendance Problem Analyzed By Kannapolis Superintendent

The problem of school attendance was analyzed by Supt. W. J. Bullock at the meeting of school superintendents held last November 2-4 in Raleigh. In view of its timeliness, the statement used as a basis for Superintendent Bullock's talk is being reprinted here, as follows:

I. Reasons for Students Not Enrolling in School:

1. Moving to town after school session has begun and postponing enrollment until next year.

2. Students had feeling they were retarded and did not wish the embarrassment of being put back a grade.

3. Poverty—or imagined poverty. (Many families move to our town because of dire economic necessity.) Children, in some instances, in need of clothes. Other instances, clothes are not good enough for school and were not as good as the other children wore.

4. Ignorance of parents. "My child has been through the fourth grade, that's as far as I've been."

5. Economics or capitalization on work of children. (Children kept at home to keep house or nurse while their parents work in industry.)

6. Children persuade parents to let them remain out of school because of a natural fear of entering a new school and making new friends. Also because they had not really attained former grade levels.

II. Cause for Lawful Absences:

1. Sickness. Our contagion report shows that measles, mumps and other so-called epidemic diseases combined, were not responsible for as many days absence as the common cold and influenza.

2. Occasional days out to visit relatives, work at home, or for personal reasons.

3. To keep appointments with doctors, dentists, beauty parlors, etc.

4. To attend civic or church conventions.

5. Remain out of school while relatives are home on furlough.

6. Bad weather.

III. General Steps Taken to Prevent Absence:

1. Have every pupil absent accounted for by letter, telephone or visitation.

2. Each school provides large attendance board in front hallway of school. This board shows names of each room with 100 percent attendance for each day; number out of each room; total number out for entire school.

3. An educational program put on in each room to get the children to come every day unless they are sick.

4. Dentists, doctors and beauty parlor operators, etc., asked not to schedule school pupils for appointments during school hours.

5. Parent-teacher meeting planned on school attendance.

6. Grade parents organized to assist schools to visit parents of children habitually absent.

IV. Plans to Decrease Absences Due to Sickness:

1. Through a program of physical education in relation to colds and other diseases; a study and practice of proper diet, and other health measures.

2. A program of extreme body and school cleanliness.

3. Extra care of children on rainy days.

4. More attention to room temperature and ventilation.

5. Daily inspection of children to prevent carriers from spreading colds.

6. Rearrangement of schedules on rainy days to prevent children from absences.

7. Periodic check-up on progress made.

American Council Issues Guide for Veterans' Education

One of the most valuable and practical tools to aid in the educational readjustment of veterans has just been issued by the American Council on Education. This is a *Guide to the Evaluation of Educational Experiences in the Armed Services*, compiled for the council under the direction of George P. Tuttle, of the University of Illinois, with the cooperative support of 19 regional and national accrediting associations. The loose-leaf handbook will be indispensable for any institution which expects to evaluate fairly the educational experiences of men and women who served in the military forces. The armed forces have themselves ordered more than 10,000 sets of the book.

The handbook has been in preparation throughout the spring and summer. The first section of 271 pages includes: (1) an introductory statement about the general problem; (2) information concerning the United States Armed Forces Institute, the Marine Corps Institute, the Coast Guard Institute, and the off-duty program of the Navy; (3) evaluation in terms of secondary school and college credit of correspondence courses offered by the Armed Forces Institute, the Marine Corps Institute and the Coast Guard Institute, and (4) summaries and recommendations in terms of secondary school and college credit of 166 service schools and courses in the Army, Navy, Marine Corps and Coast Guard. These summaries indicate for each school or course the location, length, objective, plan of instruction, description of subjects and recommendations as to credit. This section of the *Guide* also contains statements of policies of institutions respecting credit for the CAA-WTS program and for the Naval Flight Preparatory Program.

Future sections of the *Guide* contain a discussion of the various examinations prepared by the Armed Forces Institute, lists of such examinations available, credit values of the examinations and critical scores; evaluation of further correspondence courses offered by the Armed Forces Institute and the

Coast Guard Institute; a discussion of and recommendations concerning self-study service training courses in the Navy, and summaries and recommendations concerning a large additional number of formal service schools and courses.

Subscriptions to the *Guide* are \$2 a set. Orders should be mailed to 363 Administration Building, Urbana, Ill. The first section of the *Guide* will be mailed immediately upon receipt of orders.

Social Hygiene Day to Be Observed February 7

Wednesday, February 7, will be observed throughout the nation as Social Hygiene Day, it was recently announced by the American Social Hygiene Association, New York. For details of the program and how to join in this observance, interested persons should write to *Social Hygiene News*, Albany 7, N. Y.

Legislative Council Includes Compulsory Attendance In Its Program

The State Legislative Council, composed of representatives from 15 State organizations, includes as one of the four parts of its adopted program for active support during the 1945 session of the General Assembly, the raising of the compulsory attendance age from 14 to 16 years and providing for its enforcement through the State Department of Public Instruction.

The other three parts of the council's program are: Provision for improved public library service through further increase in State Aid for Public Libraries, provision for expanded facilities for the care and treatment of feeble-minded children of both races, and making adequate provisions for modernizing the jail system and for bringing it up to minimum approved standards.

The compulsory school attendance proposal is advocated by the council because:

"(a) North Carolina is the only state, except Georgia and Louisiana, having 14 years as the maximum for compulsory school attendance.

"(b) A child cannot work under the State child labor law until he is 16 years of age without a special permit. This leaves a two-year gap between school and job. Truancy is a major cause of juvenile delinquency, and the rate of juvenile delinquency among 14- and 15-year-old children is alarmingly high.

"(c) Under the present situation, the compulsory school attendance law is not enforced. Only a few communities have adequate provision for enforcement of the law. In 1942-43 there was an average of 56,439 absences for each day the schools operated.

"(d) North Carolina does not want to continue to produce illiterates. According to the 1940 census, 26,061 children in North Carolina, 7 to 13 years of age, inclusive, were not attending school."

STATE SCHOOL FACTS

Compulsory Attendance

While many of the states had compulsory attendance laws as early as 1887, North Carolina had no real State-wide law until 1913, when the General Assembly of that year enacted legislation requiring all children between the ages of eight and twelve to attend school for four continuous months each year.

In many of the states that had such laws there was very little enforcement. In New York, it was stated that "the aggregate attendance upon the common schools of the State does not increase in proportion to the growth of the population."

In some states there was concerted opposition to such laws on the grounds that they interfered with the freedom of the people. The State Superintendent of Texas read a paper before the National Education Association in July, 1890, in which he stated that:

"This movement (that of compulsory attendance laws) I am convinced, is temporary and superficial, the result of a cross-current in the deeper stream of our national life, yet there is not wanting evidences of a drift towards the breakers of socialism, sufficient to arouse concern in the mind of the patriot and the friend of liberty and humanity. To this drift is to be ascribed in large measure, I believe, the imperious demand which comes from many quarters that education shall be made compulsory, and that the compulsion shall be made effective."

This is, perhaps, illustrative of the thinking of the times about compulsory education throughout the nation.

North Carolina's Experience

Early in this century, J. Y. Joyner,

Oregon, Oklahoma, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Virginia, West Virginia, Wisconsin, Wyoming.

Eight years: 12 states—Arizona, California, Colorado, Georgia, Idaho, Minnesota, Montana, New Hampshire, Pennsylvania, Utah, Vermont, Washington.

Ending Ages

Fourteen years: two states—Georgia, North Carolina.

Fifteen years: no states.

Sixteen years: 35 states—Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin. Seventeen years: six states—Delaware, Maine, Mississippi, North Dakota, Pennsylvania, Wyoming.

Eighteen years: five states—Idaho, Nevada, Ohio, Oklahoma, Utah.

Census and School Attendance

According to the 1940 census of the United States, there were 1,186,789 persons in North Carolina between the ages of six and twenty years old, inclusive. Of this number, a total of \$25,945 were reported as attending school; this number represents 69.6 percent of those eligible by age alone.

Perhaps a better picture of this relationship between census and school attendance is that which breaks these figures down by ages; this, too, in accordance with the federal Census of

many absences occur because of the indifference of parents, truancy on the part of pupils, work at home, bad weather, bad home conditions, ignorance and indifference as to the meaning of school life, lack of ambition on the part of both parents and children, misplacement of the child in his social group, and even in some instances, a failure on the part of the school and those in charge to meet the needs of the child. The importance of regular school attendance is not always understood and realized by parents and children. Too many children are allowed or compelled to remain out of school for reasons within the law, but which become "straws" that break the "camel's back," resulting in school drop-outs as indicated in the figures presented above.

In reply to a recent question, "How is the efficiency of instruction affected by irregular attendance?" the following replies are typical:

1. Retarded the work of the entire class.
 2. Discouraged the individual himself.
 3. Required individual attention to the pupil who was absent.
 4. Divided time of teacher between repetition and advance.
 5. Regular work interrupted to assign make-up work for children who were absent.
 6. Has been chief cause of retardation.
 7. Lowered standard test rating of class.
 8. Results in the necessity to reteach material.
 9. Slows up tempo of school work.
 10. Causes "problem" children.
- These replies indicate the difficulty of teaching on a group basis.

Attendance Officers

In order to improve school attendance, including the prevention of drop-

case of prosecution is necessary, where-as the duties of an attendance officer requires the services of a full-time official in order to produce effective results.

The records in those units that have employed attendance officers indicate that attendance problems are reduced to a minimum, often disappearing altogether. One superintendent, who has an attendance officer on his staff, recently wrote, in reply to an inquiry as to how instruction had been effected by unexcused absences: "We do not have a problem of excused and unexcused absences in our schools. We have one of the best attendance and visiting teachers that I have ever seen; therefore, absences do not affect the efficiency of our instruction here."

It appears, therefore, if such service can be rendered in some units with good results, that a similar program should be instituted in the remaining units. Obviously, this will not and cannot be done until there is additional legislation on the subject. It is expected that such legislation will be enacted at the General Assembly now in session.

Present Legislation, Etc.

The present law of North Carolina provides for the compulsory school attendance of children between the ages of seven and fourteen years. Under the authority conferred by law the State Board of Education has adopted rules and regulations governing the proper administration of the compulsory attendance law. The law, as construed by the Attorney General, and these rules and regulations cover the authority for current practices in connection with compulsory school attendance as they relate to teachers, principals, school superintendents, attendance officers and welfare superintendents. The courts of the State are relied upon in the case of prosecutions.

IN REPLY TO INQUIRY TO STATE BOARD OF EDUCATION, 1942, BY THE GENERAL ASSEMBLY OF NORTH CAROLINA, 1942, BY THE ATTORNEY GENERAL.

| Year | Population | Under 21 | Under 18 | Under 14 | Under 10 | Under 6 | Under 3 | Under 1 | Under 0 |
|------|------------|----------|----------|----------|----------|---------|---------|---------|---------|
| 1940 | 1,186,789 | 722,005 | 504,559 | 351,874 | 217,874 | 131,256 | 81,256 | 41,256 | 21,256 |

North Carolina's Experience
apply to the country, a. N. Joyner,
in the beginning of his 18-year tenure,
advocated better attendance by attrac-
tion and persuasion. "As a general
rule," he stated, "attendance is in
direct proportion to the efficiency of
the schools and the school system.
Since the school attendance situation
in some mill and factory districts was
so poor, Joyner advocated "legislation
looking to compelling these children to
attend the schools while in session."
There is no record where any such law
was enacted, however, except what he
called a "mild compulsory attendance
law," which had been passed at the
1903 General Assembly for Macon Coun-
ty. Thinking that other counties would
follow the lead of Macon by having
special laws passed governing com-
pulsory attendance, Joyner did not advo-
cate a Statewide law until he made his
report to the General Assembly of 1907,
when he proposed what he called "rea-
sonable, conservative compulsory laws."
The law that was enacted partly as a
result of his recommendation applied
to children between the ages of eight
and fourteen, but it was optional with
the local community or county. Although
slight modifications were made subse-
quently, as stated in the beginning, the
first Statewide compulsory attendance
law was enacted in 1913, applying to
children between the ages of eight and
twelve years of age. In 1917 the upper
age was raised to fourteen years, where
it is now. And in 1921 the minimum age
was lowered to the present seven years.

Other States

An analysis of the beginning and
ending ages to which compulsory at-
tendance laws in the several states
apply as of September, 1944, presents
the following results:

Beginning Ages

Six years: three states — Michigan,
New Mexico, Ohio.
Seven years: 33 states — Alabama,
Arkansas, Connecticut, Delaware, Flori-
da, Illinois, Indiana, Iowa, Kansas,
Kentucky, Louisiana, Maine, Maryland,
Massachusetts, Mississippi, Missouri,
Nebraska, Nevada, New Jersey, New
York, NORTH CAROLINA, North Dakota.

Attendance by Age, 1944
In school to insure school
attendance, the following are the
ages of children in the school system

| | | | |
|-----------------|-----------|---------|------|
| 6 years | 76,997 | 38,341 | 49.8 |
| 7 to 9 years | 227,059 | 214,393 | 94.4 |
| 10 to 13 years | 319,954 | 306,559 | 95.8 |
| 14 years | 81,426 | 72,005 | 88.4 |
| 15 years | 80,129 | 62,907 | 78.5 |
| 16 and 17 years | 161,476 | 89,402 | 55.4 |
| 18 and 19 years | 163,245 | 35,564 | 21.8 |
| 20 years | 76,503 | 6,774 | 8.9 |
| TOTAL | 1,186,789 | 825,945 | 69.6 |

As these figures show the school at-
tendance of children for the ages of
seven to thirteen years, corresponding
to the compulsory attendance ages, is
very good. Approximately one half of
the six-year-olds are attending school,
this no doubt due to the law which
prevents the admission of children to
school unless they become six years
old on or before October 1 of the enter-
ing year. The significant feature of this
table is the percentage of children 14,
15, and 16 and 17 years old who were
attending school, all these ages being
beyond the present compulsory attend-
ance age limitation. Beginning with age
14, these percentages drop abruptly as
the age increases. It is expected that
there will be some decreases in the
three upper age groups in view of the
fact that many boys and girls for vari-
ous reasons do not continue their edu-
cation after the completion of high
school. It is apparent, however, from
a study of these figures that many
youth 14, 15 and 16 years old do not
even complete their high school educa-
tion, and that a majority of the drop-
outs occur after they reach the age of
14 years. It appears, therefore, upon
the basis of these facts that the com-
pulsory age limitation should be raised
to at least 16 years.

Absences and Regular Attendances

According to the school statistics for
North Carolina, there are on an aver-
age between fifty and sixty thousand
absences each day school is in session.
(This subject will be treated more fully
in the next number of this publication.)
Some of these absences, it is true, are
unavoidable, being caused by illness or
other nonpreventable conditions. On the
other hand, it is generally known that

In Reply to Inquiry: In your letter
of September 22, you inquire if a coun-
ty superintendent of schools may act
as an attendance officer.

C. S. 5759 provides that the county
board of education in a county adminis-
trative unit and the board of trustees in
a city administrative unit may employ
special attendance officers, to be paid
from funds derived from fines, forfei-
tures and penalties, or other local
funds, and said officers shall have full
authority to prosecute for violations of
the compulsory attendance law; and in
any school unit where a special attend-
ance officer is employed, the duties of
the chief attendance officer or direc-
tional officer, in so far as they relate
to such unit, are required to be trans-
ferred from the county superintendent
of public welfare to the special attend-
ance officer so employed.

You will find in C. S. 5761 that the
county superintendent of public welfare
or the chief school attendance officer
or directional officer is required to in-
vestigate and prosecute all violations
of the compulsory attendance law. Un-
der this section you will also find that
the reports of unlawful absence re-
quired to be made by teachers and
principals to the chief attendance offi-
cer, shall, in his hands in case of prose-
cution, constitute prima facie evidence
of a violation of the law in this regard
and the burden of proof shall be upon
the defendant to show the lawful at-
tendance of any child upon any au-
thorized school.

The only duty placed upon the teach-
ers, principals and county superintend-
ents of public instruction is to enforce
the compulsory school law in accord-
ance with the rules and regulations
adopted by the State Board of Educa-
tion, such rules and regulations being
authorized by C. S. 5759. Apparently,
under this latter section, this duty is
to report truancy or lack of attendance
to the chief directional officer who may
be the superintendent of county wel-
fare or the attendance officer authorized
by the law above referred to.—Attorney
General, September 24, 1941.

Instructional Service Division Suggests Ways to Improve Pupil Progress

The Division of Instructional Service has recently prepared "Some Suggestions for Teachers Concerning the Improvement of Pupil Progress," which is being printed here, as follows:

1. *Improve attendance.* If there is an attendance officer, work closely with him to keep children in school. Visit homes and work through the P. T. A. to improve attendance. Take a careful census of the community at the beginning of the school year and get all children enrolled at the very start.

2. *Help children who have been absent make up their losses.*

3. *Improve your teaching.* Study the State bulletins and professional books. Take an active part in professional meetings. Experiment with new ways of teaching.

4. *Diagnose pupil difficulties and plan to overcome them.* Study standard test results. Test, teach, and retest. Give remedial work where necessary. Work with small groups within the class. Provide for individual differences. Make curricular revisions and adaptations where needed to permit you to start with the children where they are.

5. *Study the mental hygiene problems in your room.* Seek to overcome fear on the part of timid pupils and try to correct poor attitudes.

6. *Work cooperatively with the principal and with other teachers to develop better promotion policies and practices.* Begin work on this early in the school year. The following procedure is suggested:

(a) *Study the cumulative record of each pupil.*

(b) *Determine such facts concern-*

ing pupil progress in your schools as—

1. Percent of failure by grades.

2. Percent of failure by sex.

3. Per cent of pupils who are over-age for their grade.

4. Achievement of pupils in basic skills as measured by standardized tests.

5. Number and causes of drop-outs and ages at which they occur.

(c) *Study theories of pupil progress.* Are the progress policies in your school based upon a theory in keeping with your philosophy of education and the goals you are seeking to reach?

(d) *Formulate a progress policy for your school.* Work with the principal and other teachers in preparing a statement of promotion policies which you propose to follow this year.

(e) *Try the policy out for a year.* Have the principal and a teacher in the next highest grade review your promotion list at the close of the year.

(f) *Evaluate the effect of the policy and make revisions where necessary.* Work cooperatively with others in your school to arrive at a fair appraisal. After careful study, suggest ways of improving the policies and practices with which you have experimented.

Book: Anniversaries and Holidays Issued by ALA

A book chock full of information and references about the notable people and events connected with every day of the year has just been published by the American Library Association, Chicago, under the title *Anniversaries and Holidays*. It was compiled over a period of several years by Mary E. Hazeltine, of Jamestown, N. Y., formerly principal of the library school and associate professor of bibliography of the University of Wisconsin.

The book represents a complete revision of Miss Hazeltine's well-known work first issued in 1928. Its more than 300 pages yield much new material not found in the old edition. There is more information on the major holidays. There are many more names of craftsmen, engineers, inventors, civic and religious leaders, scientists, aviators, etc., with fuller identification of each person.

The book is for the use of all who are interested in gathering information on and in planning programs, celebrations, and entertainments around notable and historic people, events, customs, or special days: libraries of every type and size, radio stations and networks, magazine and newspaper editors, churches, clubs, civic and community organizations.

Two N. C. Teachers Serve With Wacs in Italy

Two former college teachers of North Carolina are now serving in Italy with the Women's Army Corps. They are Cpl. Mildred V. Hardin, French teacher at Mars Hill Junior College, and Pvt. Rachel Johnson, French teacher at St. Mary's College, Raleigh.

School teachers are not uncommon in the enlisted ranks of the Women's Army Corps. This theater claims more than 90 of them, many of whom have graduate degrees from outstanding universities and colleges.

Overseas for more than a year, these ex-school "mams" are not only doing essential jobs in the war, but also are broadening their experiences so that when victory has been won they will be more capable of going back into the classroom and bring such studies as geography and history to life.

Corporal Hardin, a member of the WAC since February, 1943, is the daughter of the Rev. and Mrs. Elbert Hardin, 500 South Green Street, Morganton, N. C. She is a graduate of Lincolnton High School in Lincolnton. She attended Mars Hill Junior College where she later became a teacher; Coker College, from which she received her A.B. degree as a magna cum laude student, and took graduate work in French at the University of North

Carolina.

Private Johnson, whose home is on Pittsboro Road, Chapel Hill, received her A.B. and M.A. degrees in French and belonged to the American Association of Teachers of French. She is the daughter of Mrs. J. L. Johnson, of Jackson, Miss., and has been in the WAC since April, 1943.

State Planning Board Makes Survey of Cleveland County

A survey of the various public institutions and services is being made of Cleveland County, it is learned from the daily press. This survey will include public education, public health, recreation, welfare, public utilities and other public services.

The survey of the public education facilities of the county was made last November by Dr. W. Carson Ryan and Dr. W. E. Rosenstengel of the Department of Education of the University of North Carolina. They inspected the physical plants of a number of schools, both white and Negro, and investigated the various phases of educational procedure and practices now followed in that county. They also questioned a number of teachers and principals as to the needs of the schools.

The educational section, written by these two men, will be a part of the general report of the Planning Board to be issued this month, it is learned. This report will include suggestions as to objectives which are desirable of achievement during the coming ten-year period.

Jr. Town Meeting League Publishes Discussion Handbook

Widening the scope of its activities, the Junior Town Meeting League, "an international organization to foster discussion of current affairs among youth in the United States and Canada," has published a new handbook, *Make Youth Discussion Conscious*, available without cost to its members and others.

This handbook gives detailed suggestions for adapting radio forum techniques to discussions by youth—with four nationally broadcast discussion programs as examples.

It lists the services of the league as follows:

(1) A weekly bulletin, *Civic Training*, which outlines the league's "topic of the week."

(2) Makes available the services of its national moderator to conduct demonstration discussions in high school assemblies, whether league members or not.

(3) Maintains an advisory service to schools, youth groups, or radio stations which wish to set up forum discussions.

(4) Conducts an annual national conference on youth discussion techniques in cooperation with the Institute for Education by Radio.

(5) Assists organizations in training discussion leaders for school or other youth groups.

C. W. Pettigrew, young pioneer in educational radio, former program su-

pervisor of WOSU, Ohio State University radio station, has been named as national moderator of the league. His services are available to high schools as guest moderator for Junior Town Meeting demonstration assemblies. The meetings at which he will preside during the coming school year will include more than 150,000 students, making a total of more than 400,000 students who will have participated in the Junior Town Meeting high school assembly discussions in the three years since their inception.

Report On Vocational Technical Training Is Published

New developments in electronics, air transportation and automobile design, as well as the creation of improved materials for textile, food and construction uses will demand a large increase in trained technical personnel, according to "Vocational Technical Training for Industrial Occupations," a survey report published recently by the U. S. Office of Education, Federal Security Agency. The report was submitted by a committee of industrial and educational leaders called together by John W. Studebaker, U. S. Commissioner of Education, to advise concerning objectives and standards of training in a new area of vocational education of less than college grades.

Approximately five trained technicians are needed in modern industry for every professional engineer, information gathered from industrial representatives in 22 states indicates. The needed technicians fall into four major categories: Engineering and science aides in specialties like drafting and laboratory work who require a year or two of preemployment training; more narrowly specialized technicians such as inspectors who can be trained in relatively short courses; production and maintenance supervisors who must have industrial or trade experience plus technical and supervisory training, and semitechnical salesmen, accountants and similar workers whose efficiency can be greatly increased by adding vocational-technical training to their knowledge and experience in other fields of specialization.

The report describes present programs and facilities for vocational-technical training, estimates the need in industry for persons with such training, offers helpful suggestions for the planning of vocational-technical training programs, and recommends action which should result in greatly enlarged activity in this field.

Wanted!

An elementary teacher, who can write Spanish, to exchange realia made from native materials by students with a teacher in a Mexican school. If interested, please write to L. H. Jobe, State Department of Public Instruction, who has the letter from the Mexican teacher and who will select from those making application a North Carolina teacher with whom this activity may be carried on.

Supt. Erwin Makes Recommendations For Improvement of Public Schools

In his report to the General Assembly, State Superintendent Clyde A. Erwin has made nine recommendations as to the improvement of the public schools in which he states the need is greatest at the present. These recommendations are as follows:

1. *Teachers' Salary Increase.* On this point Superintendent Erwin gives reasons for the need of higher salaries, and recommends a salary schedule ranging from \$125 to \$175 per month for teachers holding Class A certificates with similar increases for teachers in other classifications.

2. *Compulsory Attendance.* The upper age limit of compulsory attendance should be raised to 16 years, Superintendent Erwin states, and suitable enforcement machinery should be enacted providing for the employment of attendance officers throughout the State. Georgia and North Carolina rank at the bottom of the list in having the lowest compulsory age limit.

3. *Supervision of Instruction.* On this point Superintendent Erwin makes the suggestion that since the State is committed to the support of a nine-months school term, that the State should round out the organization of the instructional program by providing for the employment of supervisors from State funds in order that the total funds appropriated will yield the greatest possible returns in the form of better instructional service and a better educated citizenship.

4. *Special Education.* Under this topic Superintendent Erwin requests the addition of \$5,700 to the department's operation budget in order to pay the salary and expense of a worker on the State level, who would work with the physically and mentally handicapped children of the State.

5. *Health and Physical Education.* In this field there is a need for additional personnel both on the State and the local level, Superintendent Erwin reports. There should be a State-wide program, he says, that will encompass not only instruction but also thorough child examination and follow-up remedial work.

6. *Negro Education.* Under this head, Superintendent Erwin calls attention to the study made by a committee from the State Board of Education, which he endorses. He also says in this connection that "the present provision for education for many children of this race are meagre . . . Better education for Negroes will not only raise the level of the race itself—it will improve the citizenship of the State as a whole."

7. *Free Textbooks for Eighth Grade.* Now that the reorganization of the schools on a twelve-year basis, eight elementary grades and four high school grades, has been completed, Superintendent Erwin states, the free textbook system should be extended to include the eighth grade.

8. *School Law Codification.* "There is a definite need for a new codification of the school laws of the State." He recommends that a codification be authorized at this session of the General Assembly to be submitted to the Gen-

eral Assembly of 1947 for enactment into law.

9. *School Plant Facilities.* Under this topic, Superintendent Erwin points out that school building has been practically discontinued since the war; therefore plans should be made now for post-war construction of needed buildings, and that some plan of financing such construction be devised. "Facilities for the inauguration, development and expansion in these activities," he said, "will produce immeasurable dividends on the investment for their provision."

"March of Dimes" Drive to Enlarge Polio Program

As part of a wide program launched early last year to inform the public about polio, the latest and best information that medical science has to offer as protection against this disease has been made available by the National Foundation for Infantile Paralysis. An expansion of this program, financed by March of Dimes funds, will be possible in 1945, according to Basil O'Connor, president of the National Foundation, which is making its annual appeal for funds through the March of Dimes, January 14-31.

To help parents, teachers and community leaders cope with outbreaks of this disease, the National Foundation published and distributed free of charge—through health offices, settlement houses, insurance companies and its national office—more than 600,000 copies of a bulletin of helpful hints, "When Polio Strikes." This bulletin describes the symptoms of poliomyelitis and indicates the necessary precautions that should be taken.

Thus the educational work of the National Foundation is being implemented by the work of parents, teachers and community leaders everywhere. The National Foundation believes that by bringing the facts about infantile paralysis to these groups, greater co-operation and efficiency will result in times of emergency. What this will mean in terms of minimizing the crippling effect of this disease, where early medical aid is the important factor, can be readily seen.

School Library Planning Brochure Available

A new brochure, "Planning the School Library," may be secured free from the local Remington-Rand office or from the Library Bureau Division, Buffalo, N. Y., it was recently announced.

A few of the subjects discussed in this illustrated publication are the following: Location of building, supervision, library classroom, conference room, the work room, size of the library, lighting and ventilation, and design of room and equipment.

New War Savings Teaching Aids Now Available (Free on Request)

SCHOOLS AT WAR, February issue. One for every teacher. Illustrated news bulletin containing poster insert in four colors, sales progress chart, study unit on inflation with reading list and suggested classroom activities, elementary school play, patriotic program suggestions, and news of schools. To be distributed about January 15 through superintendent and principals.

WAR FINANCING FOR PEACE AND PROSPERITY. Discussion guide for social studies teachers. Contains background material with charts, graphs and bibliography; 16 pages.

THE SQUANDER BUG MYSTERY. Play for elementary and junior high schools. Three girls and four boys.

SONGS FOR WAR BOND RALLIES. Twenty-three catchy parodies with war bond message to be sung to popular tunes. Written largely by students.

HELP SAVE LIVES WITH WAR SAVINGS. Classroom poster 20x40 inches illustrating field ambulance (\$1,950) and hospital service plane (\$125,000). Lower part gives ambulance parts which are made to appear by "magic" ink as each one is paid for. Excellent for war bond campaigns.

SPEED THE DAY. Set of eight classroom posters 11x15½ inches. Painted by famous artists to illustrate wartime themes.

All of the above materials are available free to North Carolina teachers who write to the State War Finance Office, Greensboro, N. C.

Former Superintendents Of Schools Die

Two former North Carolina superintendents of schools died last November.

● Frank M. Harper died on November 14 in Raleigh, where for the past 25 years he has been the representative of the Provident Mutual Life Insurance Company. Mr. Harper taught in the Raleigh public schools in 1888-91, and served as superintendent of schools there in 1907-18. For eight years he was State Director for North Carolina of the National Education Association. He was a graduate of the University, having received his Ph.B. degree there with highest honor in 1888. In 1895 he won his M.A. degree from the University of Georgia.

● Luke L. Stevens died suddenly on November 5 at his home in Indiantown, Camden County, where he had been engaged in farming. Mr. Stevens was superintendent of Albemarle schools in 1901-02, a teacher at Horner Military School in 1902-04, head of the English Department at Staunton Military Academy in 1905-20, and superintendent of Camden County public schools in 1921-31. Mr. Stevens received his Ph.B. degree with honor from the University in 1901.

Statewide Examinations to Be Given This Month

Statewide examinations of third and seventh grade pupils will be given at the end of the fourth school month, which occurs the latter part of this calendar month, it is announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction. These examinations, Dr. Highsmith stated, were planned last fall when the schools opened and the tests have already been purchased by the superintendents.

Dr. Highsmith has suggested that before administering the examinations, conferences be held with the principals who in turn will confer with those

teachers who will administer the tests. "It is very important," he said, "that the tests be administered faithfully. In order for test results to be reliable the test must be administered precisely as indicated in the directions."

Teachers are urged by Dr. Highsmith to use the results of the tests in improving instruction in their respective grades. "It is not enough to give the tests," he stated, "the results must be used for the benefit of the pupils."

Smaller Percentage of Pupils Fail in School Work Now

A study of school membership since 1933-34 shows that the percentage of nonpromotions in all the white public schools of the State has dropped from 17.1 to 12.7 in 1942-43. This drop in percentage of pupils failing to make their grades has been gradual except for two years, 1935-36 and 1940-41, when the percentages were slightly higher than for the next preceding year in each case.

The grade by grade decreases in nonpromotions during this period were as follows:

| Grade | 1933-34 | 1942-43 |
|---------------|---------|---------|
| 1 | 25.1 | 20.5 |
| 2 | 17.2 | 14.1 |
| 3 | 15.7 | 12.9 |
| 4 | 16.0 | 12.1 |
| 5 | 15.8 | 11.5 |
| 6 | 15.3 | 10.1 |
| 7 | 14.1 | 9.7 |
| 8 | 18.2 | 10.4 |
| 9 | 16.9 | 14.1 |
| 10 | 14.8 | 12.4 |
| 11 | 7.9 | 5.9 |
| 12 | * | 5.7 |
| State Average | 17.1 | 12.7 |

*No 12th grade this year.

As will be noted, the greatest percentage of nonpromotions occurs in the first grade. Whereas in 1933-34 the second highest percentage of grade failures occurred in the eighth grade, it is now in the second and ninth grades. As would be expected the least percentage of failures is in the eleventh grade under the eleven-year program prevailing prior to 1942-43, which year marks the beginning of the twelve-

Highsmith Says Teachers Should Talk Less And Work More

"Teachers should talk less and students should talk and do more," stated Dr. J. Henry Highsmith, Director of Instructional Service for the State Department of Public Instruction, before the monthly meeting of the Schoolmaster's Club of Wake County and Raleigh schools, which met on December 6th at the S. and W. Cafeteria. Continuing Dr. Highsmith made the following pertinent statements concerning the main concern of the schools, that of instructional service:

"Expression is the way of learning.

"The classroom should get away from a teacher dominated situation to a student participation situation.

"Thinking and learning, according to Dewey, occurs only in the presence of a problem.

"Let students make the lesson assignment and not the teacher."

In summary, Dr. Highsmith stated the teacher's job is two-fold: (1) Learn to be the manager or director of instruction; (2) Teach boys and girls "how to study," in the elementary school and in the high school. "The failure of many students," he stated, "is due to the fact that they don't know how to interpret the printed page; in other words, their reading is deficient."

County and City Schools Are Exempt From Excise and Transportation Taxes

County and city schools are exempt from paying Federal excise taxes, including the transportation tax, it is stated by W. Z. Betts, Director of the Division of Purchase and Contract, in a recent memorandum. "All State governmental agencies are still exempt from the three percent transportation tax if the consignment is to or from such agencies," Mr. Betts stated further.

Mr. Betts suggested that a notice reading as follows be attached to all purchase orders:

"No Transportation Tax Is To Be Paid On This Shipment. Effective December 1, 1943, Section 3475 (b), amended, of Internal Revenue Code, provides that shipments to or from a State agency shall be tax exempt. No exemption certificate is required for nonpayment. Invoices including transportation tax will not be honored."

Mr. Betts attached to his memorandum a specimen "Federal Tax Exemption Certificate" to be prepared and used in the case of purchase of materials and supplies on which a Federal excise tax has been levied, together with a schedule of Federal excise taxes from which exemptions may be claimed.

year program and a still lower percentage of nonpromotions from the highest grade.



COLONIAL NORTH CAROLINA—ROYAL GOVERNOR'S RESIDENCE—NEW BERN, N.C.

REPRODUCTION OF TRYON'S PALACE, 1735 FROM JOHN BANKER'S DRAWINGS & SCULPTURE. MADE BY JOHN H. BANKER FOR COLLEGE OF EDUCATION, ARCHITECT, 1944.

North Carolina Garden Club Sponsors Historical Sketch Contest; Over One Hundred Dollars in Prizes Offered

Tryon's Palace is Subject

The Garden Club of North Carolina has announced a historical sketch contest on the subject of Tryon's Palace, the colonial capitol at New Bern, for pupils enrolled in the State's elementary and high schools. State educational leaders believe that this contest will interest many teachers and pupils, since it relates to North Carolina history, a topic considered in all grades and is a regular part of the course of study in the fifth and eighth grades.

Tryon's Palace is of special interest at the present time because of the movement for rebuilding the structure which has been stimulated by gifts totaling approximately half a million dollars by Mrs. J. E. Latham, of Greensboro, a native of New Bern.

Teachers desiring to have pupils enter the contest should notify the State Contest Chairman, Mrs. J. S. Mitchener, 307 West Park Drive, Raleigh.

Regulations for the contest are as follows:

I. Eligibility. Any student regularly enrolled in a public, parochial, or private school in North Carolina is eligible to compete in this contest.

II. Nature of Sketch.

(a) The subject of the sketch shall be "The Importance of Tryon's Palace in the History of North Carolina," "Governor Tryon in the Building of North Carolina," or some similar topic relating either to the Palace or to Governor Tryon. It may be best to limit the treatment to some small incident or topic, such as a description of the Palace as it appeared when completed or the character of Governor Tryon. (Many of the older writers pictured Tryon in an unfavorable light. Recent writers, however, have indicated that he was the ablest of all North Carolina's colonial governors.)

(b) The study must be original in form and not copied from any source. It is suggested that the writer imagine that he was living in New Bern or that neighborhood at the time the Palace was built, and that he handle his subject from such an approach. For instance, the point of view might be that of the governor, the governor's wife, a brick mason working on the Palace, a planter of the area, an inhabitant of New Bern, a sea captain, or some member of the opposition party.

(c) No contribution shall exceed 1,500 words in length.

(d) Each paper shall show the name of the student, his school, and his grade.

III. Awards. A first prize of \$50, two second prizes of \$25 each, and five third prizes of \$5 each, donated by Mrs. Inglis Fletcher, historical novelist now residing in Chowan County, will be awarded to the winners.

IV. Selection of Winning Sketch.

(a) All entries shall be sent to Mrs. J. S. Mitchener, 307 West Park Drive, Raleigh, N. C., Chairman of the State Contest for the North Carolina Garden Club, not later than April 1, 1945.

(b) All papers entered in the contest will be evaluated by a committee

of judges appointed by the State Contest Committee. The decision of the judges shall be final.

(c) The State Committee will announce the winners as soon as possible after April 1, 1945.

Suggested sources of information are:

Allen, W. C. *The Story of Our State*. Unit III, "The Rule of the King," pp. 69-97.

Arnett, A. M. and Jackson, W. C. *The Story of North Carolina*. Chapters XX-XXIII.

Ashe, S. A. *History of North Carolina*. Vol. I.

The Colonial Records of North Carolina. Especially Vols. VII-VIII.

Connor, R. D. W. *North Carolina Rebuilding An Ancient Commonwealth*. Vol. I.

Dill, A. T., Jr. "Tryon's Palace: A Neglected Niche of North Carolina History," *The North Carolina Historical Review*. Vol. XIX, No. 2 (April, 1942).

Fries, Adelaide L., editor. *Records of the Moravians in North Carolina*. Vol. II.

Haywood, Marshall DeLancey. *Governor Tryon and His Administration in the Province of North Carolina*. 1765-1771.

Henderson, Archibald. *North Carolina: The Old North State and the New*. Vol. I.

Hill, D. H. *Young People's History of North Carolina*. Chapters XV-XX.

Newsome, A. R. and Leffer, H. T. *The Growth of North Carolina*. Units II, III and IV.

Rowe, Nellie M. *Discovering North Carolina*. pp. 281-286.

The State Records of North Carolina. Vols. XXIII-XXV.

Warren, Jule B. *North Carolina Yesterday and Today*. Unit III, pp. 72-115.

WPA Writers' Project. *North Carolina: A Guide to the Old North State*. pp. 36-38; 221-232.

A bulletin on Tryon's Palace, now in preparation, is expected to be available within a few weeks from the State Department of Archives and History, Raleigh.

INTERNATIONAL EDUCATION

Exchange of Allied Scholars

Increasing attention is being paid to the matter of postwar education in the countries now being freed from German occupation.

M. Jules Hoste, Belgian undersecretary for education, has announced that the British and Belgian governments have drawn up a plan for an exchange of scholars between the two countries. Details have not yet been published.

A second course to train British teachers for work in Poland is now in progress in Edinburgh University under the auspices of the British Council and the Polish Ministry of Education.

Last year 10 Chinese students went to India as exchange students to do research work in eight different Indian colleges. Now, their stay has been extended for another year. And five more Chinese students have been invited to study the operations of the Tata Steel Corporation in India.

Australia Sets Up School Of Civil Government

The Australian Army school of administration, which will open in January, will be the basis for a permanent school of civil government to train administrators for service in New Guinea and other Commonwealth island territories, External Territories Minister Edward announced in Sydney recently.

He said a civil administration staff for New Guinea was being recruited to take over when military government ended. Men trained at the administration school would supplement former staff and replace officers who had been killed in action or had retired. Those completing the course at the Army school of administration would be eligible for appointment to the civilian service when it took over.

Postwar Education in India

The Government of India's proposals for postwar educational development aim to provide every child in India with a minimum basic education and to enable promising children to pass on to high schools, universities, and other institutions for higher education.

Known as the Sargent Plan, after Mr. John Sargent, educational adviser to the Government of India, the plan also meets India's requirements for technical education and vocational training. Compulsory attendance would be required for children between the ages of six and 14; primary and middle school education would be free.

The cost of this scheme would be \$30,000,000 in the first five years, \$69,000,000 in the tenth year and \$183,000,000 in the twentieth year. Peak expenditure would be reached about the fortieth year when the approximate increased cost of education is estimated at \$832,000,000 net per annum.

Dutch Teachers Defied Germans

A *London Daily Mail* correspondent reports from Maastricht, Holland, that despite German efforts to prevent the teaching of English in the Netherlands schools, seven of every ten children in the city speak good English.

The correspondent quotes one teacher as saying: "We went out of our way to fool the German and Dutch Nazi authorities. We realized the occupation might last for years and we knew how big was our responsibility. The Netherlands teachers were guardians of the future Netherlands generations. We fought for our children and they responded well.

"They never squealed, never let us down. The Germans banned English lessons, yet you can see that the children of Maastricht speak better English than they did in peace time."

Nazis Plundered and Burned Belgrade Universities And Libraries

The Free Yugoslav Radio announced on November 1st: "When withdrawing from Belgrade, the German troops irreparably damaged institutes and the libraries of the new building of the Belgrade University. "During the street fighting the Germans fortified themselves in the building which they burned down to its foundations. The zoological institute lost its library, one of the largest of the university and valuable collections from Lake Chrid. In the geographical institute another library was lost with many unpublished writings and manuscripts. The library of the geological institute, the only one of its kind in Belgrade, was completely burned.

Schools of Europe and Asia to Be Rebuilt

A World Education Service Council has been formed in New York City to assist in the rebuilding of destroyed schools in Europe and Asia. The Council is a private agency, composed of leading American educators and representative educators from 12 other nations. Sponsored by the U. S. Committee on Educational Reconstruction, it will limit its activities to areas not served by the U. S. Government.

The Council proposed to raise funds in the United States to finance reconstruction of schools and to assist in restoring the teaching professions which have suffered extreme loss under enemy persecution. Europe is to be the first field for the cooperative action; later this will be extended to Asia.

Plans include the establishment of international teachers' recreation homes, sponsoring specific schools, setting up children's emergency recreation centers to serve as model schools, kits for students to be provided by American schools as well as chests for school workshops and gardens, book parcels and athletic kits.

4,200,000 More Russian Children in School This Year

In a report presented to the tenth session of the Supreme Soviet of the USSR, Commissar for Finance, Arsenii Zverev, stated that by the end of 1944, 4,200,000 more children will be attending school than at the beginning of the year.

Further increase in the number of women going into production necessitated extension of the network of kindergartens, Zverev said. By the end of 1943 kindergartens accommodated 1,340,000 children, but in 1944 the number would increase to 1,762,000 children. A considerable part of the budget of appropriations for social and cultural measures will be spent for the restoration of cultural institutions in the liberated areas, Zverev stated.

British Youngsters Prepare For Postwar World

Britain's boys and girls are preparing now for citizenship in the postwar world. More than 2,000 delegates from secondary and technical schools throughout the country attended two London conferences on the economic, social, and political aspects of world reconstruction, organized by the Council for Education in World Citizenship.

Over 1,000 boys and girls between 15 and 19 heard lectures by prominent Britons and took part in debates and discussion sessions. At the same time, members of another group assembled to interchange ideas and state their views on the rebuilding of Britain.

Sir William Beveridge, Professor John Marrack, J. B. Priestly, Dr. Andrey Richards, and Pierre Cot were among the speakers at the first congress. Their subjects ranged from plans for social security and a world agricultural program to problems of racial minorities and the activities and significance of Europe's underground resistance movements.

Committee Is Formed to Aid Education of Dutch Jewish Children

Free papers in Holland have announced the formation of a committee in the liberated part of Holland to help Dutch Jewish children who escaped the Nazis by educating them in boarding schools, the official Netherlands news agency (*Aneta*) reported earlier this month.

Aneta said that according to the Eindhoven newspaper *Eindhovensche Dagblad*, the activity of the "Committee for Assisting Jewish Minors" will be extended as Hollaud's liberation proceeds. The children will be gathered at boarding schools where they will receive an education enabling them to resume a normal school life later.

LAWS, RULINGS AND OPINIONS

THE HIGHER COURT HELD

A Glimpse of Some Recent School Decisions

American school officials and teachers have more legal difficulties and require more of the attention of the lower and higher state courts than might be expected of so intelligent a group engaged in a basic social service. And yet, the records of the courts from the earliest establishment of school systems show a steady flow of litigation, much of it expensive and largely avoidable. A disturbing element is the fact that numerous cases repeat in slightly altered form the contentions of earlier cases, leading to the conclusion that there is a lack of understanding of the statutory law and a lamentable unfamiliarity with the findings of the courts. The following sampling of recent decisions is offered in the hope that it will encourage school officials to give some badly needed attention to school law.

Law for Teachers

In *Aeble v. Board of Education of City and County of San Francisco*, 145 P. (2d) 601, reported May, 1944, the California supreme court held that a teacher's status is that of an "employee" and the relation between a teacher and the board of education is a relation arising out of contract. This, of course, means that the board is the legal employer of a teacher.

However, the boards must conform their actions with their authority derived from valid state laws. For example, in *Goff v. School Dist. of Borough of Shenandoah*, 154 Pa. Super. 239, the supreme court held that a teacher's violation of school-board rule forbidding female teachers to marry is not a valid ground for termination of the teacher's contract, since the board was not empowered to make such a rule.

In *Moyer v. Dunseith*, 46 N. Y. S. (2d) 360, reported May, 1944, the New York Court of Appeals held that a contributor to the Teachers' Retirement System has the right to designate anyone a beneficiary of the reserve fund, providing a valid state law does not prohibit such designation.

Teacher's Discharge Upheld

Irrespective of laws which apparently authorize the employment of teachers for an indefinite term, yet the courts have held that the board may discharge any teacher for "good and valid" reasons. For illustration, in *Ludwig v. Board of Education of Cincinnati*, 52 N. E. (2d) 765, it was shown that a teacher had been employed six years and held a continuing contract as authorized by the Ohio State law. He was notified that the superintendent of schools had recommended the termination of his continuing contract and

that, pursuant to such recommendation, the charge was made by the board: that she had "persistently demonstrated an inability and incapacity correctly to interpret and safely to assume the responsibility and authority that properly belongs to a teacher in association with a disciplinary control over school pupils." The charge of the board continued with the explanation that the teacher had permitted two enlisted men of the United States Army "to assist her, and to an appreciable degree, to take over the punishment of two pupils of Bloom Junior High School, to the definite physical injury of both, such that one required the services of a physician and the other the services of a dentist."

Actually the teacher had had difficulty in maintaining good order and had decided that the assistance of the soldiers was necessary for her own protection. In view of these facts, and further because the state laws provides that the board may terminate employment of teachers "for gross inefficiency or immorality" the higher court upheld the teacher's discharge, and said: "The plaintiff's right to continuous employment was not unconditional. . . . The fact is that we are dealing here not with a private contract, but with a public contract."

In *Nixon-Clay College v. Woods*, 176 S. W. (2d) 1015, reported April, 1944, the Texas Court of Civil Appeals held that the administration of the school laws and determination of whether students completing specified courses in certain institutions are eligible for teachers' certificates involve the exercise of official discretion on the part of the school officials and may not be regulated by the courts if the testimony proves that the school officials did not abuse their discretion and, also, that they acted in good faith and not in violation of valid state laws.

In *State ex rel. Angle v. City of Knoxville*, 176 S. W. (2d) 801, reported April, 1944, it was shown that the board of education had for some 12 years issued a certificate of qualification to a certain teacher. A law prohibited employment of teachers who are not American citizens. The board discharged the teacher who appealed to the Tennessee supreme court on the contention he had a legal right to continue as a teacher because he was employed before the passage of the law. However, the higher court held that the discharge was legal.

School Board's Authority

In *Goff v. School Dist. of Borough of Shenandoah*, 35 A. (2d) 900, reported May, 1944, the Pennsylvania court of appeals held that school boards may

legally adopt and enforce such reasonable rules governing the management of their affairs and the conduct of teachers and other employees as may be proper when based upon valid state laws.

In *Aebli v. Board of Education of City and County of San Francisco*, 145 P. (2d) 601, reported May, 1944, the California supreme court held that the board of education usually possesses the power to reduce salaries of teachers provided there is a reasonable basis for such a reduction and the reduction is not the result of an unreasonable, arbitrary, or capricious act. In other words, a valid reduction of salaries must be based upon valid state laws which expressly or impliedly give the board this power.

In *Board of Supervisors of Chesterfield County v. Chesterfield County School Board*, 28 S. E. (2d) 698, 182 Va. 266, reported May, 1944, the Virginia higher court held that state laws are valid which authorize school boards to control all school funds and award exclusive jurisdiction to expend funds set apart by law for school purposes.

In *Board of Education of City of Durham*, 223 N. C. 763, reported April, 1944, the supreme court of North Carolina held that the unreasonableness of a school board's rule is a judicial question. However, the board is the final authority if it acts in good faith and adopts rules not clearly arbitrary or unreasonable and not in clear violation of a state law. This higher court also held that no court will consider whether or not a school board's rules are wise or expedient nor interfere with the exercise of a school trustees' sound discretion in matters which they are authorized to perform by valid laws.

Law of School Discipline

In recent years the higher state courts have consistently held that the primary purpose of a state statute providing for compulsory education of children and providing for appointment of an attendance officer is to secure attendance at school of all children between specified ages. Under circumstances where certain children are too poor to be able to comply with such a law, the Indiana state supreme court held that a state law is valid which provides for temporary aid for school books, shoes, and clothing to school children of impecunious parents. In *State ex rel. School City of Crawfordsville v. Union Civil Tp. of Montgomery County*, 53 N. E. (2d) 159, reported May, 1944, the Indiana court held that the term "temporary aid," as used in a state statute authorizing a city to furnish temporary aid for school books, shoes, and clothing to school children of impecunious parents, is intended to cover all aid as might be necessary.

In *Commonwealth v. Conte*, 35 A. (Continued on page sixteen)

FROM THE PAST

5 Years Ago

(Public School Bulletin, January, 1940)

The Southern Regional Guidance Conference, sponsored by the State and National Vocational Guidance Association, is to be held at the Sir Walter Hotel in Raleigh, January 19-20.

The average weekly wage of persons rehabilitated under the supervision of the rehabilitation department of the State Department of Public Instruction was \$16.00 during the year 1938-39.

As far as it has been possible to determine, there are 18 units that are providing a twelfth grade this year.

During the legislature session of 1927 on February 11th through the efforts of Judge Francis D. Winston at the request of Mrs. John H. Anderson, historian of the North Carolina Division of the United Daughters of the Confederacy, a bill was passed making "The Old North State" the official State song.

10 Years Ago

(Educational Directory of North Carolina, 1934-35)

The following were listed as members of the Department of Public Instruction:

F. D. Duncan, Accountant, Division of Finance.
Miss Ruth Henry, Assistant Secretary, Division of Professional Service.
Miss Nancy O. Devers, Associate, Division of Instructional Service.
Miss Juanita McDougald, Associate, Division of Instructional Service.
H. L. Trigg, Inspector of Colored Schools, Division of Negro Education.
Miss Susan Burson, Supervisor of Home Economics, Division of Vocational Education.
Miss Frances Mauney, Assistant Supervisor of Home Economics, Division of Vocational Education.
J. K. Coggin, Assistant Supervisor of Agriculture, Division of Vocational Education.
H. L. Stanton, Supervisor of Industrial Rehabilitation, Division of Vocational Education.

Officers of the North Carolina Education Association

President, Guy B. Phillips, Greensboro.
Vice-President, Mrs. T. W. Guthrie, Kinston.
Past President, Harry P. Harding, Charlotte.
Secretary-Treasurer, Jule B. Warren, Raleigh.
N.E.A. Director, T. Wingate Andrews, High Point.

65 Years Ago

(Annual Report of the Superintendent of Public Instruction of North Carolina.)

| | |
|--|--------------|
| Number of children attending public schools | 136,481 |
| Number of school districts in the State | 6,392 |
| Number of public school houses in the State | 3,766 |
| Total valuation of school property, as reported | \$179,560.70 |
| Number of public schools taught during the year | 5,312 |
| Number of teachers examined and approved during the year | 4,130 |

"Teaching is by preeminence a 'Profession,' and stands at the head of the list of professions. We cannot expect a teacher to teach properly and successfully without a special training for the work to be performed, any more than we can expect a doctor or a

Law of School Discipline

(Continued from page fifteen)

(2d) 742, reported April, 1944, the Pennsylvania superior court held that school authorities are not authorized to require students to participate in flag salute, if they refuse to do so upon religion belief as "Jehovah's Witnesses." In this case a mother was convicted by a lower court because she instructed her son not to salute the flag. The higher court reversed the conviction, and said that the school officials had not valid authority to so act.

Law of Injuries

In Hough v. Orleans Elementary School Dist. of Humboldt County, Calif., 144 P. (2d) 383, it was shown that an 11-year-old school boy was seriously injured when he ran into a flag pole. Through his parents he sued the school district to recover damages. The California supreme court refused to hold the school district liable and said that school authorities are required to use only ordinary care in maintaining school property. In other words, school officials are not required to anticipate that children might run into so conspicuous an object as a flag pole. The court explained further that failure of school officials to place a guard or shield over the end of the bolt, which extended out about two inches from a brace on the flag pole, is not negligence.

In Hunter v. Boyd, 28 S. E. (2d) 412, reported March, 1944, all of the passengers transported on a school bus were children. The standard of care required of the driver comprehends a high degree of vigilance. This court also held that although a school bus driver is not required to get out of the bus and direct or escort children across the road, yet he is not relieved from responsibility of selecting a reasonable proper place for the unloading of his passenger pupils.

In other words, if a child is injured as a result of negligence on the part of the driver, the child's parents may sue and recover damages from the bus driver.

In Noreck v. Fronczak, 45 N. Y. S. (2d) 34, reported April, 1944, it was shown that a child fell on a fire escape. Her parents sued the school board for damages for the personal injuries sustained by the child. However, the New York Court of Appeals refused to hold the school board liable because the testimony proved that the school board had exercised "ordinary" care to maintain the fire escape in a reasonably safe condition. — *American School Board Journal*, November, 1944.

lawyer to practice medicine or the law properly and successfully without special training for their work. We must have good teachers, well trained for their work, if we would have good schools."—John C. Scarborough.

FROM THE PRESS

Chapel Hill. The town's School Board and Planning Board will have a joint meeting Monday evening (December 4) at the bank to discuss the proposed new high school building.

Shelby. Dr. W. P. Jacocks, Co-ordinator for the School-Health Coordinating Service, State Department of Public Instruction and State Board of Health, will meet with principals and teachers of the city school system at 4:30 p.m. Thursday (November 30), Superintendent Walter E. Abernethy announced today (November 29).

Greensboro. Beginning a two-day conference this morning (December 1) at Woman's College, co-ordinators in the field of distributive education, whereby high school students continue their studies and have actual experience in retail selling, are analyzing their problems and their progress.

Columbus. Columbus county schools will include in their studies during the month of January a unit of study designed to teach the buying public the objects of the price control program and how listed food prices may be checked against the ceiling prices for those goods set by the OPA.

Kannapolis. "Public Relations" will be the topic for discussion at the regular meeting of the Kannapolis unit of the North Carolina Education Association Thursday afternoon (December 7) in the McIver school auditorium.

Guilford. The Guilford County Board of Education is charged with trespassing on the property rights of E. A. Suits and others in a civil action filed today (December 6) in Guilford Superior Court by drilling a well at Allen Jay School in Jamestown Township, thereby causing plaintiff's well 75 feet away to go dry.

Washington County. Development of a building program for Washington County Schools will be discussed by members of the Board of Education with State Superintendent Clyde Erwin during the week of December 18, if an appointment with the State official can be secured.

Robeson. The Robeson Board of Education, at its monthly meeting Monday afternoon (December 4) in the office of School Superintendent C. L. Green, voted to take out insurance on boilers at four school canneries, with the understanding that each cannery will reimburse the Board in the amount of \$19 for insurance on each boiler.

Rowan. More than 3,600 children are fed daily at the 15 lunch rooms operated in the county schools, Superintendent S. G. Hasty reported to the county school board at its monthly meeting today (December 4).

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

C370.5

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PRES. FRANK P. GRAHAM
CHAPEL HILL, N. C.



CLASS IN DISTRIBUTIVE EDUCATION STUDYING TEXTILES

FEBRUARY 1945
Vol. IX » No. 6

In This Issue . . .

| | PAGE |
|--|------|
| State Superintendent's Letter..... | 2 |
| Editorial Comment..... | 3 |
| Cover Picture (box)..... | 3 |
| ✓ Governor Gregg Cherry Makes Recommendations for Public Schools..... | 4 |
| Teachers Are Barred From Teaching One Year for Breaking Contracts..... | 4 |
| Maps May Be Purchased From H. S. Rental Funds..... | 4 |
| Personnel List to Help Vets With Educational Problems Are Made Available..... | 4 |
| Senate and House Committees on Education..... | 4 |
| List of Approved Educational Institutions Under "GI Bill" Has Been Prepared..... | 4 |
| Guidance Program Conducted for Davie Teachers Negro Teachers Attend Summer School..... | 4 |
| Secret of Public Schools Is Stay-on-Job Artists, Says House..... | 4 |
| Agricultural Teachers' Duties Outlined..... | 5 |
| Postwar School Building Projects Are Revealed By Planning Board..... | 5 |
| Budget Commission Recommends \$43,721,035 and \$44,116,246 for Public Schools for Years 1945-46 and 1946-47..... | 5 |
| Teacher Education Book Reviewed..... | 5 |
| Summer Schools Should Be Part of Regular Work..... | 6 |
| Union County F. F. A. Boys Participate in Livestock Judging Contest..... | 6 |
| Lunch Suggestions Issued by Child Feeding Program..... | 6 |
| Dumbarton Oaks Pamphlet Available from D. C. Supt. Erwin Reports On "School Lunch Pro- grams at School Chiefs Council..... | 6 |
| Durham City Unit Names Postwar Planning Council..... | 6 |
| United Forces for Education Adopt Five-Point Legislative Program..... | 7 |
| Departmental Briefs..... | 7 |
| Notes From the Field..... | 7 |
| \$100 Bond for Cotton Essay..... | 7 |
| Appoint New Staff Member for Distributive Education..... | 7 |
| Byers Becomes Head of Asheville Schools..... | 7 |
| Instructional Materials Distributed by Highsmith State School Facts..... | 8-9 |
| ✓ State Board Adopts Resolution Favoring Higher Teachers' Salary Schedule..... | 10 |
| Erwin Revokes Certificates for Report Padding | 10 |
| New Scholastic Magazine Recently Issued..... | 10 |
| New S. V. E. Pictural Catalog Available..... | 10 |
| New Sound Film Depicts "Power Plant of the Future"..... | 10 |
| Fuel Situation Is Serious; Economy in Use is Urged by Governor..... | 10 |
| N. C. E. A. Annual Meeting Will Not Be Held | 10 |
| Former Supt. of Harnett County Schools Dies..... | 11 |
| Loan Exhibit on Neighbor Republics Now Being Circulated..... | 11 |
| Washington Notes (box)..... | 11 |
| Tryon's Palace Contest Stimulates Much Interest | 11 |
| ✓ Special Education Program Is Recommended by Erwin..... | 11 |
| Radio Forum Discusses Progressive Education | 11 |
| State Board Adopts Report of Legislative Com- mittee at December Meeting..... | 12 |
| State Board Votes to Figure Withholding Tax for Teachers on Annual Salary Basis..... | 12 |
| New Pamphlet Helps Pan-American Clubs Plan Activities..... | 12 |
| Bill to Allow School Music to Be Broadcast is Introduced..... | 12 |
| Stirrup Pumps Are Made Available to Schools | 12 |
| Books Cover School Workshop Progress..... | 12 |
| Report on Negro Education Adopted by State Board..... | 13 |
| New Federal Aid Bills Introduced in Congress.. | 13 |
| Special College Entrance Examinations Given... | 13 |
| New Slidefilms On National Parks..... | 13 |
| Educational Conference Concerning Veterans is Held..... | 13 |
| Essay Contest Sponsored by Forestry Ass'n..... | 13 |
| International Education..... | 14 |
| Laws, Rulings and Opinions..... | 15 |
| From the Past..... | 16 |
| ✓ Poetry Anthology Includes N. C. Schools..... | 16 |
| From the Press..... | 16 |

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

February 15, 1945.

To Superintendents, Principals and Teachers:

Complete, accurate and up-to-date records are essential elements in the operation of the public schools. They are important to the child, to the school, to the administrative unit, and to the State offices. Required records should not be furnished until they are carefully checked, and until they are completely and accurately filled out in every respect.

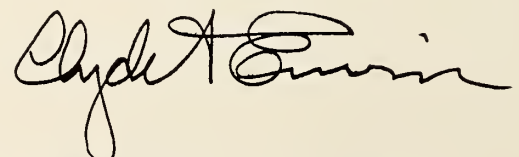
The school records of the children are useful in many ways. Those who go to college or to other institutions of learning use their public school records as a basis for entrance to those institutions. These school records are necessary for those entering the military services of the country, and when such persons are discharged from the armed services they are again important if they desire further education under the "G. I. Bill of Rights." Then, too, those students who enter employment must also give statements or produce records to indicate their scholastic training.

In order that the making of reports will not become burdensome or have to be hurriedly prepared, it is a good idea to keep such records as can be partly made up to date during the year. A number of child accounting records or other reports may be transferred to permanent forms at the end of each month or at the end of the reporting period.

All records should be kept up to date in order that when they are needed they can be produced within the shortest time, without undue haste, and without sacrificing accuracy and neatness—all to the end that no child will ever have to suffer or be handicapped in pursuing further education or in seeking employment for the lack of this personal data.

I hope, therefore, that each of you will take an interest in this important school activity, which touches us all, in order that our school records and reports may be greatly improved.

Very truly yours,



State Superintendent of Public Instruction.

EDITORIAL COMMENT

Contract Making and Breaking

The law provides the rules under which contracts with teachers and principals are made. Here are some of the provisions of the law:

1. *Contracts are made locally — between the teacher and the county board of education, or the governing authority of a city administrative unit.*

2. *In making contracts, consideration shall be given to (a) the peculiar conditions surrounding the employment; (b) the competency of the teacher or principal; (c) the amount and character of the work done, and (d) any and all other things which might enter into the contract of employment.*

This provision not only permits; it directs that these things must be considered in making contracts. The judgment of the local authorities must be relied upon in considering the qualifications of teachers and principals. This is a prerogative which they alone can exercise, taking into consideration also the availability of prospective teachers.

4. *The amount contracted to be paid out of State funds must be within the maximum salary schedule fixed by the State Board of Education and the funds allotted to the administrative unit for instructional salaries.*

In effect this means that the majority of teachers of the State are paid in accordance with the State salary schedule. In some instances, however, where local taxes have been voted or where there are other available funds, contracts are made to pay teachers an additional amount from such funds.

5. *Teachers are not required to attend summer school; and all certificates continue in full force and effect. Credits received by teachers attending summer school, however, may be used for raising certificates.*

6. *Teachers desiring a position in an administrative unit in which they are not now employed shall file their applications in writing with the superintendent of the unit in which employment is desired.*

7. *There shall be no discrimination as to sex or marriage in the employment of teachers.*

8. *In the district (county units), the principal nominates the teachers; the local committee elects the teachers, which must have the approval of the county superintendent and county board.*

It is assumed here that any new applications filed with superintendents for positions in the school or schools over which the principal has jurisdiction will be turned over to the principal. In the case of a disagreement between the principal and the committee, the county board shall select the teacher.

9. *Written contracts on forms furnished by the State shall be executed before salary vouchers shall be paid.*

10. *The contract shall remain in force from year to year, unless the teacher is notified by registered letter prior to*

the close of the school of her rejection for the next year.

These are some of the steps to be taken and some of the conditions to be met in connection with the employment of teachers and principals. They are provided by law. The county board or governing authority of a city unit may set up additional steps or conditions surrounding teacher employment not inconsistent with the law to be applicable to the particular unit over which it has jurisdiction.

When all these conditions have been complied with, it is assumed that the contract is effective and that each party intends to fulfill their respective parts of it. Realizing, however, that circumstances arise which make it desirable and expedient for a contract to be broken, a provision has been written into the law which permits a principal or teacher to resign. This provision reads:

"Principals and teachers desiring to resign must give not less than thirty days' notice PRIOR TO THE OPENING OF SCHOOL (capitals ours) in which the teacher or principal is employed to the official head of the administrative unit IN WRITING (capitals ours)."

In other words; well, this appears to be clear enough. For the stability of the school and the protection of the children, this law is written. It would certainly be a disrupting influence upon the schools if teachers were permitted to break their contracts any time and for any cause whatever. This law, therefore, is for the purpose of discouraging such practices.

There are cases, you say, where there appears to be good reason for a teacher to break her contract. This has been taken care of also. The county board of education or board of trustees in city units may pass a resolution waiving the penalty, which is denial of employment as a teacher in the State for one year. In other words, teachers may break their contracts, perhaps "resign" is a better word, even after school is in session if governing authorities decide that the circumstances warrant;

otherwise, such cases of wilful contract breaking are reported to the State Superintendent of Public Instruction, who in accordance with the law forbids their employment for a period of one year. In view of the fact that the names of persons breaking contracts are reported to all local superintendents, the effect may be that such persons might never be employed again, employment, of course, being dependent upon the discretion of the local board.

It would be a wise procedure, therefore, for principals and teachers thinking of breaking their contracts, to **THINK TWICE.**

Only Two States

Only two states, North Carolina and Georgia, have an age limitation for compulsory school attendance below 16 years. The majority of states, 35, provide for compulsory school attendance up to age 16. Six states have 17 years as the upper limit of compulsory attendance and five have an 18-year-old limitation. Ohio has the longest compulsory age span, from six years to 18 years.

North Carolina, by the addition of the 12th grade, the inauguration of the nine-months term, and the equalization of teachers' salaries, has come to the forefront in recent years in the matter of public education. These provisions will no doubt raise her position among the states of the nation in public education. Figures showing comparative standings of the states in this respect since 1940 are not available, and so these ranks cannot be determined.

However, figures as of September, 1944, obtained from the Office of Education, Washington, show that North Carolina and Georgia are the *only two states* that have a maximum compulsory school attendance age below 16 years. South Carolina (we can't say "Thank God") has a maximum limitation of 16 years; so does Virginia and Tennessee. And Mississippi has an upper limit of 17 years for compulsory school attendance (what about that?); while North Carolina, with Georgia, rank lowest among the states with 14 years as the age when boys and girls need no longer attend school.

North Carolina has another law which provides that no child shall be employed until he reaches his 18th birthday, except under certain conditions. Now, what is a child in North Carolina to do who stops school after he becomes 14 years old? Perhaps there is some relation between juvenile delinquency and compulsory attendance. It seems reasonable to assume that if a child is too young to work, that he would also be too young to stop school. Or conversely, if he is too old to be compelled to attend school, then he should be old enough to work. Surely, there should be more agreement between the labor and school laws in this respect.

We think, therefore, that the compulsory attendance law should be raised to at least 16 years at this session of the General Assembly.

Cover Picture

Coöperative part-time distributive education classes are located in Asheville, Burlington, Charlotte, Elizabeth City, Gastonia, Goldsboro, Greensboro, Hickory, Salisbury, Shelby, Wilmington and Winston-Salem. This picture represents one unit of work, the study of textiles, in the distributive education class at New Hanover High School, Wilmington. These classes prepare high school graduates for entry into employment on a higher level upon graduation. The program assists small stores by providing such training. At the present there are 270 students enrolled in the 15 classes in the State.

Governor Gregg Cherry Makes Recommendations for Public Schools

In his inaugural address, Governor Gregg Cherry recommended that the war bonus for teachers and State employees, which was authorized by the General Assembly of 1943 and which expired on December 31, 1944, be extended to June 30, 1945. House Bill 2 embodying this recommendation was introduced and ratified as law on January 10.

Other recommendations made by the Governor concerning public schools were the following:

1. A beginning teacher with an A certificate should receive a minimum of \$125 per school month, with an increment for experience.

2. An increase in the appropriation for vocational training.

3. Rent-free use of school books by eighth grade students and all book rentals to be on cost-of-maintenance basis.

4. Classified principals should be paid for ten months each year.

5. Compulsory attendance should be raised from 14 to 16.

6. A system of increased pay for superior teaching should be established, and a commission should be appointed to study and report to the next General Assembly.

7. Certain sums should be made available out of postwar funds to be loaned to counties at low interest rates for erection, repair and improvement of school buildings.

8. Adequate machinery for fiscal control of public school funds should be established.

For higher institutions, the Governor recommended that adequate provision should be made for the maintenance of the ordinary and necessary requirements needed to maintain the usual standards of the institutions.

Teachers Are Barred From Teaching One Year for Breaking Contracts

Because they have resigned from their positions without getting the consent of the county board of education, or board of trustees in the case of city administrative units, a number of teachers have been barred from teaching in the State for one year.

Under the law "principals and teachers desiring to resign must give not less than thirty days' notice *prior to opening of school* in which the teacher or principal is employed to the official head of the administrative unit in writing."

The law further states that unless the county board of education or board of trustees where this provision is violated agrees to the resignation then there is a penalty of debarring the person guilty of this action from teaching one year. This is what is being done in a good many places throughout the State, it is learned. The situation is worse now than usual because teachers are hard to replace and superintendents and school boards are reluctant to permit resignations during the school term or just before school begins. Such resignations, they say, disrupt the whole school program.

Maps May Be Purchased From H. S. Rental Funds

Schools having a minimum of five library books per student and with balances in their high school rental funds may purchase maps from the Division of Textbooks, it was stated recently by E. N. Peeler, director of that division, to superintendents of schools.

Contracts for maps, Mr. Peeler stated, have been made with representatives of the Cram Company and the Donoyer-Geppert Company. Schools should, therefore, select the maps desired from the catalogs of these two companies.

Personnel List to Help Vets With Educational Problems Are Made Available

A list of "Personnel to Whom Veterans May Be Referred for Help on Educational and Vocational Problems" has been recently prepared by the Occupational Information and Guidance Service of the State Department of Public Instruction. Miss Ella Stephens Barrett is acting State supervisor of this service.

The list is divided into four areas of the State and consists of 81 persons from 46 towns and cities. The list, which is made up of both white and Negro leaders, includes a college president, school superintendents, principals, teachers, college professors, counselors, vocational directors, personnel directors, and State Department officials.

Senate and House Committees on Education

SENATE — McBryde (chm.), Pate, Carlyle, Jenkins, Gay, Ward, Whitaker, Wallace, Rowe, Hester, Ross, Pittman, Currie, Maddry, Hampton, Lumpkin, O'Berry, Price, Smith, Blythe, Davis, Hodges of Buncombe, Penland, Matheny, Rose and Edney.

HOUSE — Stone (chm.), Moseley (vice-chm.), Edwards of Greene, Alexander, Allen, Askew, Averitt, Barber, Barker, Boswood, Bridger, Brown of Columbus, Burgiss, Bynum, Chalk, Cohoon, Currie, Davis, Eggert, Evans, Gass, Graham, Hardison, Horn, Horner, Hutchins, James, Kerr, LeGrand, McDonald, Meekins, Moore of Scotland, Moore of Wilson, Palmer, Peterson, Powers, Quinn, Rabb, Ramsay, Ransdell, Rutledge, Sellars, Shuford of Buncombe, Shuford of Catawba, Story, Stoney, Taylor, Umstead, Vogler, Wallace of Montgomery, Whitfield, Worley.

List of Approved Educational Institutions Under "GI Bill" Has Been Prepared

A list of the approved North Carolina educational institutions where veterans may secure the privileges provided under the "Servicemen's Readjustment Act of 1944," the G. I. Bill of Rights, has been prepared by the State Department of Public Instruction and furnished to the colleges and other educational institutions of the State.

The list includes senior and junior colleges for the white, Negro and Indian races, business colleges, secondary schools, trade schools and plants at which rehabilitation students may be enrolled and vocational industrial shops located in the public high schools.

Guidance Program Conducted For Davie Teachers

An in-service training program is being conducted for all teachers of Davie County in connection with the county-wide guidance program in progress. This training program is a combination extension class and workshop under the direction of Prof. C. W. Phillips of Woman's College of the University of North Carolina and Miss Ella Stephens Barrett, Supervisor of Occupational Information and Guidance for the State Department of Public Instruction.

About forty teachers are attending these classes, for which they are allowed graduate credit. These teachers represent about twenty schools of the county where they will be responsible for guidance activities.

Negro Teachers Attend Summer School

A total of 2,623 Negro teachers attended summer school at institutions of higher learning in the State which operated summer sessions during 1944, it is learned from a recent tabulation. The following seven State institutions offered instruction for teachers or prospective teachers: A. and T. College, Elizabeth City State Teachers College, Fayetteville State Teachers College, Shaw University, J. C. Smith University and Winston-Salem Teachers College. North Carolina College for Negroes.

At these institutions there were 1,651 students enrolled during the first session and 972 at the second session. These teachers earned an average of six semester hours credit, which has been used toward raising their certificates.

Secret of Public Schools Is Stay-on-Job Artists, Says House

"The secret of the public schools lies in finding and cherishing in the several communities, stay-on-the-job artists," Dean R. B. House, of the University of North Carolina, stated in his column, "Faith, Work and Play in Wartime," which appeared in the January number

of *Popular Government*, published by the Institute of Government, Chapel Hill.

"Our schools come nearer perfection," Dean House writes, "wherever we find the teacher well settled and growing in a community from professional youth on. What would medicine be if the doctors found it desirable or necessary to move on every year or two? What would any segment of life in a community be if its exponents had to move on before they got well started? No personage anywhere is more important than the teacher. Why does the teacher, as a rule, make such a fitting stay?"

Dean House does not answer this question. "Whether the answer be in terms of economics, politics, or in the deeper realm of spiritual appreciation," he says, "there is no question which goes more nearly to the center of our educational life."

Agricultural Teachers' Duties Outlined

Teachers of vocational subjects are members of the high school faculty and should attend professional meetings and be interested in the total school program. It was stated in a joint letter from T. E. Browne, Director of the Division of Vocational Education, and J. Henry Highsmith, Director of the Division of Instructional Service, and approved by Clyde A. Erwin, State Superintendent of Public Instruction, to the local superintendents, principals and teachers of agriculture.

The letter was written because of an apparent misunderstanding with reference to the duties, responsibilities and relationships of teachers of vocational agriculture in some communities.

"Teachers of vocational subjects," the letter states, "are employed by the same administrative authorities and in the same manner as other teachers in the high school, except that they must be approved by the district supervisor and must conform to all rules and regulations of the school consistent with their duties provided under the Smith-Hughes law."

"Wherever possible," the letter further says, "the schedule should be so arranged that the agricultural teacher's classroom duties at the school may end with the lunch period, thus allowing the afternoon and evening for shop work and community services."

Postwar School Building Projects Are Revealed By Planning Board

Postwar building needs for educational projects in North Carolina valued at between 45 and 50 million dollars are revealed by a recent survey by the State Planning Board.

The Board's survey, which is 75 to 80 per cent complete, indicates proposed projects for schools valued at \$35,905,793. These projects are in various stages of development—complete stage of plan preparation, design stage of plan preparation, preliminary stage

Budget Commission Recommends \$43,721,035 and \$44,116,246 for Public Schools for Years 1945-46 and 1946-47

Amount Includes Part State Administration

The Budget Appropriation Bill for the Biennium 1945-1947, which has been introduced into the 1945 General Assembly as S.B. 21 includes a total of \$43,721,035 and \$44,116,246, respectively, for 1945-46 and 1946-47 under the title "Public Schools." Broken down as to divisions these proposed appropriations are for the following specific purposes:

| | 1945-46 | 1946-47 |
|--|--------------|--------------|
| 1. Support of Nine Months Term Public Schools..... | \$40,969,585 | \$41,598,484 |
| 2. State Board of Education..... | 91,715 | 91,015 |
| 3. Vocational Education..... | 1,112,026 | 1,257,427 |
| 4. Purchase of Free Textbooks..... | 200,000 | 200,000 |
| 5. Vocational Textile Training School..... | 8,945 | 9,320 |
| 6. Purchase of School Busses..... | 1,333,764 | 960,000 |

The total of the funds recommended for public schools for 1945-46 represents an increase of \$3,531,138 over and above the proposed expenditures for these same purposes for the year 1944-45. The recommended appropriation for the nine months school term for 1945-46 alone is \$2,721,067 greater than the proposed expenditure for 1944-45. The remaining part of the total proposed increase is accounted for by the proposed increases in the appropriations for vocational education and the purchase of school busses.

The bill as introduced provides that the salaries of public school teachers shall be paid in accordance with a schedule which is written into the law

and which provides a salary based upon training and experience ranging from \$75 a month for a teacher holding a non-standard certificate to \$179 per month for a teacher holding a graduate certificate who has had eleven years of teaching experience. The range in salary for a teacher holding an A-grade certificate is from \$125 per month to \$162. Under this schedule teachers holding B certificates will receive monthly salaries ranging from \$110 to \$132, and teachers holding C-grade certificates will get a beginning salary of \$100 per month ranging up to \$116 when they have five years of experience. Holders of lower grade certificates will receive correspondingly lower salaries ranging from \$80 to \$103 monthly.

PROPOSED SALARY SCHEDULE FOR TEACHERS—MONTHLY

| CERTIFICATE | EXPERIENCE IN YEARS | | | | | | | | | | | |
|-------------------|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Graduate..... | --- | --- | 143 | 147 | 151 | 157 | 162 | 165 | 168 | 171 | 174 | 179 |
| A*..... | 125 | 129 | 132 | 135 | 139 | 143 | 147 | 151 | 157 | 162 | | |
| B*..... | 110 | 114 | 117 | 121 | 124 | 128 | 132 | | | | | |
| C*..... | 100 | 103 | 107 | 110 | 113 | 116 | | | | | | |
| Elementary A..... | 90 | 93 | 97 | 100 | 103 | | | | | | | |
| Elementary B..... | 80 | 84 | 88 | 92 | | | | | | | | |
| Non-Standard..... | 75 | | | | | | | | | | | |

*High School, Grammar Grade and Primary.

and idea stage. About 50 per cent of the proposed school projects are in the design stage, whereas for the State as a whole which covers all public works projects about 60 per cent of the total is still only in the idea stage.

Teacher Education Book Reviewed

Armstrong, Hollis and Davis: *The College and Teacher Education*. Commission on Teacher Education of the American Council on Education, 744 Jackson Place, Washington 6, D. C. 1944. 311 pp. \$2.50.

This book seeks to present a comprehensive view of the task of teacher education, with special emphasis on the interrelatedness of all aspects of the matter and on the resulting importance of group methods. In so doing it tries to convey the characteristic drive of

the Commission's nationwide coöperative study. No attempt has been made to bring into focus all of the current issues in teacher education, nor to draw extensively on educational research and literature, nor yet to make use of all information from the participating institutions on any one problem. Rather, data have been somewhat carefully selected for their value in pointing up and making vivid the discussion of those topics which the authors have judged to be of widest interest. The accent is on the grass roots—on what has, and what has not, worked in terms of quite specific conditions and actual situations.

After an introductory chapter on the origin of the Commission on Teacher Education and its program, the authors present and interpret what the associated colleges and universities did toward implementing programs of student personnel, general education, specialization in major fields, and professional education. They then devote a chapter to the recurring emphases of these several programs and provide additional material on the most important of them, student teaching. The remaining three chapters are given to joint efforts of school systems and colleges for the in-service education of teachers, to the subject of integration and the group approach, and to the authors' own final reflections and conclusions.

Summer Schools Should Be Part of Regular Work

A summer school conducted by any city or county school administrative unit should be regarded as a part of the regular school program and operated accordingly, Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the State Department of Public Instruction, recently stated. The teacher or teachers should be properly certified and teach in the fields of their specialization, Dr. Highsmith said.

The curriculum or subjects offered will depend upon the need or demand and the facilities available in the school. A unit of credit in any subject is given for 180 hours of actual classroom study and discussion.

In the work of the regular session a subject must be pursued for one hour a day for 180 days and for the 180 hours a credit of one unit is allowed. This means that in a summer school of five days per week for six weeks or 30 days, any subject for which credit is given should be studied six hours per day; $6 \times 30 = 180$. However, a minimum of five hours per day for 30 days, or 150 clock hours, may be accepted as a unit of work.

In the case of a make-up subject, one which a student has failed or has not completed, at least three hours per day, or 90 hours for the six weeks, must be devoted to the subject.

If a student attends a summer school that is conducted under private auspices, the superintendent or principal of a public high school has a right to require that a written examination or test be administered by him in order to determine the amount of credit which may be allowed in any subject or course.

The work done in a summer school should be of the same high quality that characterizes the regular session.

Union County F.F.A. Boys Participate in Livestock Judging Contest

The departments of agriculture of the Union County Schools recently held a countywide judging contest of dairy cows and brood sows in that county.

This contest was sponsored by the Monroe Hardware Company, which offered four registered Guernsey bull calves and four registered O.I.C. pigs as prizes. It was held for the purpose of stimulating the placing of more purebred livestock in each community of the county, and for bringing about a desire for more interest in this enterprise among the youth of this section.

The following are the winners of the prizes:

First place, J. D. Carter, Mineral Springs School.

Second place, Paul Carter, Waxhaw School.

Third place, Carroll Smith, Union School.

Fourth place, Donald Courtney, Indian Trail School.

Fifth place, Moser Plyler, Jackson School.

Sixth place, Max Polk, Wesley Chapel School.

Seventh place, Henry Gaye, Marshville School.

Eighth place, Craven Baucom, Unionville School.

Great interest was manifested by all contestants. Guests for the occasion were W. M. Jenkins, County Superintendent; J. M. Osteen, District Supervisor of Agriculture; Vernon Wall from the Monroe Hardware Company; H. G. Hawfield, member of the County Board of Education; Vernon Griffin, Vice-Chairman of County Board of Commissioners, and a number of farmers of the county.

Lunch Suggestions Issued By Child Feeding Program

A mimeographed bulletin entitled "School Lunch Suggestions" has been prepared recently by the Child Feeding Program of the State Department of Public Instruction.

The bulletin was prepared by Mesdames Anne W. Maley and Will N. H. Davidson, assistant supervisors of the Child Feeding Program under the direction of Mrs. Louine M. Moore, State Supervisor. It contains the following sections:

Section 1. Suggested Menus.

Section 2. Market Orders for Staple and Fresh Foods.

Section 3. General Suggestions on Marketing.

Section 4. Conserving Food Values.

Section 5. Serving Vegetables and Fruits Raw.

Section 6. Recipes for Thirty and Fifty Servings.

The recipe section is concerned with main dishes, vegetables, sandwiches, breads, salads, desserts, and miscellaneous.

Dumbarton Oaks Pamphlet Available From D. C.

A pamphlet entitled, "Dumbarton Oaks Documents on International Organization," State Department Publication 2192, may be obtained at five cents per copy from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. A limited number of a similar publication, State Department Publication 2223, Conference Series 60, is available to organizations without charge from the Division of Public Liaison, Department of State, same address.

These pamphlets contain an important public document, the Dumbarton Oaks Proposals, which should be studied and discussed by students taking American history as well as utilized by adult study groups. Many local organizations will find this pamphlet valuable in the study of current international problems and proposals.

Supt. Erwin Reports On "School Lunch Programs" At School Chiefs Council

State Supt. Clyde A. Erwin reported on "The Status of School Lunch Programs" at the National Council of Chief State School Officers which met in Baltimore, December 1-3, 1944.

Superintendent Erwin pointed out that a lunch program operated on a sound, educational basis could tie into the vocational program, the science program, history and geography, citizenship, and home economics. He said the necessity for the program is obvious. He predicted that because of consolidation and transportation and because of the participation in industry of both parents, we are facing the prospects of a serious health problem. If more emphasis were placed on the hot lunch, he said, it could solve many health deficiencies.

In conclusion Superintendent Erwin stated: (1) The school lunch program has become a necessary part of the public education program of this country; (2) the program should not be handicapped nor impeded by being used as a vehicle for carrying out the objectives of some other agencies; (3) within the states there needs to be adequate provision for the supervision of the lunch room program at the state level and at the local level, because the type of food, its preparation and the manner in which it is served constitute important factors in the total educational picture; (4) the school lunch should be available to the child on the same basis as books, classroom and teachers for educational purposes.

Durham City Unit Names Postwar Planning Council

A postwar planning council has been formed in the Durham city administrative unit to study and make recommendations to the city board of education. Bascom Bayners has been selected as chairman of the council and C. E. Cooke, secretary.

The following ten goals were presented to the council by Supt. W. F. Warren to be considered in the planning:

1. Development of saleable skills with supervised work experiences.
2. Maintenance of good health and physical fitness.
3. Instruction in the rights and duties of the citizen to his community.
4. An understanding of the significance of family life for the individual and society.
5. Knowledge of the purchase and use of goods and services.
6. Understanding of the methods of science and its influence on life.
7. Development of capacities to appreciate beauty in literature, art, music and nature.
8. Insight into proper use of leisure and a balanced program.
9. Respect for other persons and the ability to live cooperatively with others.
10. The ability to think rationally to express thoughts clearly.

United Forces for Education Adopt Five-Point Legislative Program

A five-point program has been adopted by the United Forces for Education in North Carolina, which consists of the North Carolina Congress of Parents and Teachers, the North Carolina School Boards Associations, the State Grange, the Farm Bureau, Superintendent Clyde A. Erwin, and the North Carolina Education Association.

Representatives of these various organizations appeared before the Joint Appropriations Committee in support of this program, which is as follows:

1. *Adequate salaries.* To insure an adequate supply of well-qualified teachers in the public schools of the State in the face of the rising cost of living, we strongly recommend that the Legislature provide funds for increasing the basic salary schedule of teachers so that the salaries will be in keeping with the importance of the work, the training required, and the responsibility involved. To that end we recommend that the salary be no less than \$125 per month for beginning Class A teachers with appropriate increments up to at least \$200 per month for Class A teachers with nine or more years of experience, and that proportionate increases be provided for other teachers and school employees.

2. *Compulsory attendance.* We urge that the General Assembly raise the compulsory attendance age from 14 to 16 years and provide for its adequate enforcement through the public school system with leadership in the State Department of Public Instruction.

3. *Health and wholesome recreation.* We urge the vital necessity for a more adequate program of health, physical education and recreation in the schools. Therefore, we request the Legislature to provide for the physical examination of all school children and for corrective follow-up with financial assistance in cases where it is needed. We also request that facilities be provided for a sound program of health and wholesome recreation throughout the school system.

4. *Guidance and vocational and special education.* We urge that the 1945 General Assembly provide for expanded facilities for guidance and for vocational and special education. We recommend that these facilities be made fully available to returning veterans as well as to the normal school population. We further urge that special provision be made for the care, treatment and education of handicapped children.

5. *Ten months of service for principals.* In order to provide for two weeks of organization work before school opening and two weeks of annual record and report work after school closing, and in order to provide for more adequate professional leadership for the schools, we recommend that classified principals be employed for a period of ten months each year.

Departmental Briefs

W. B. Logan, Acting State Supervisor for Distributive Education, participated in the 34th annual conference of the National Retail Dry Goods Association, held January 8-12 in New York. Mr. Logan spoke on "Coördinating a Co-

Notes From the Field

Trenton. Principal R. F. Autry and his faculty are giving considerable attention to the development of library facilities. Under the direction of Miss Hildegard Brock the elementary library has been considerably expanded and improved. High school girls assist in a book mending project and many new books have been added. Elementary classes are assigned for library instruction on a regular schedule. New shades have been secured for the library room and new furniture will eventually replace the present home-made tables.

Miss Mytte Brock is the high school librarian and is adding a number of new books to the high school collection during the present session. There is evidence that the use of the library by high school students is increasing.

Contentnea. Principal H. H. Bullock reports a very active parent-teacher association. Among other activities of the P.T.A. is a project to stimulate attendance. Members of the association each month furnish six cakes which are awarded to the three rooms, primary, grammar grade and high school, which have the best attendance.

\$100 Bond for Cotton Essay

"In How Many Ways Can the Cotton Industry Practice the Golden Rule?" The high school student who writes the best 500-word essay on this subject will be awarded a \$100 war bond, gift of a generous Memphis cottonman.

The contest, which is open to all high school students in the Cotton Belt, closes at midnight, March 1, 1945. Essays will be judged on the basis of 75 per cent for content and thought, and 25 per cent for literary style. The articles should be concise, written legibly or typewritten, and not over 500 words in length. Send all essays care of the *Cotton Trade Journal*, 216 Cotton Exchange Building, Memphis, Tenn.

operative Program" at the Distributive Education Technical Session of the conference.

During January several shifts were made in the offices of the department—J. Warren Smith and his Vocational Training for War Production Workers staff were moved from the Agriculture Building to Tompkins Hall, State College; C. H. Warren and his Rehabilitation staff moved from the Education Building to the Agriculture Building, and W. B. Logan, Distributive Education, and Miss Ella Stephens Barrett, Occupational Information and Guidance, were moved from the Agriculture Building to offices in the Education Building vacated by the Rehabilitation staff.

Appoint New Staff Member For Distributive Education

Charles B. McFee, Jr., began his duties as area instructor for the Distributive Education Division of the Department of Public Instruction on February 15. In this capacity he will give instruction for retail personnel in the western part of the State.

Mr. McFee is a resident of Asheville, where he has been buyer for the Man Store since 1929, with the exception of one year during which time he was buyer and field office manager for Colonial Mica Corporation in the Virginia area.

Mr. McFee has taught classes in the Asheville Retail Institute during five of its sessions. He attended Duke Uni-

Byers Becomes Head of Asheville Schools

J. W. Byers, Superintendent of the Red Springs, Robeson County, administrative unit since July, 1943, has been appointed head of the Asheville school unit, succeeding R. H. Latham, who has retired.

Mr. Byers, a native of Virginia, received his early education in that state. He obtained his college education, however, in North Carolina, having graduated from Catawba College with the A.B. degree in 1930. After graduation he taught science and social studies and assisted in coaching at Salisbury High School for six years. He was principal of the Mount Ulla School, Rowan County, from 1936 to 1943. He received his master's degree from the University of North Carolina in 1943.

Mr. Latham, who is retiring from school work at his own request, went to Asheville January 1, 1934, after serving 23 years as superintendent of the Winston-Salem schools. He did his first teaching in 1898; he has been continuously engaged in school work since 1903.

Instructional Materials Are Distributed by Highsmith

A number of several different pamphlets and bulletins have been sent to the superintendents of the State for distribution to the schools by Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the Department of Public Instruction. These bulletins, sent free, are to be used as an aid in promoting the instructional program, Dr. Highsmith stated.

The following materials, with suggestions for their use, were included in the package of pamphlets sent to each superintendent: 'Round the World with Cotton, America's Forests, Trees for Tomorrow, Our Forest Resource and Its Conservation, Some Plain Facts About the Forests, and Raleigh, Capital of North Carolina.

The last named bulletin was prepared by the Committee in connection with the sesquicentennial celebration of the founding of the capital of the State, and was distributed to the schools at the request of former Governor J. Melville Broughton.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

School Absences

There were 10,633,320 daily absences from school, an average of 59,074 per day, by the 787,486 children in average daily membership during the year 1943-44. The larger part of these absences was made by pupils in membership in grades 1-8. Although 84 percent of the total average daily membership was in these grades, 88 percent of the total daily absences was made by these children. The 662,980 elementary children were absent during the year a total of 9,379,620 days, whereas the 124,506 students in grades 9-12 were absent 1,253,700 days.

This absenteeism, as stated in the next preceding number of this publication, is responsible for lowering the efficiency of instruction. Absences, teachers state, retard the work of the classroom; they affect the instruction of both the absentee and of those who attend school regularly.

Some absences are unavoidable, it is true, such as for illness or for other natural causes. It is a known fact, however, that many absences occur without a reasonable excuse. These may be

due to the indifference of parents, ignorance as to the importance of school life and of regular attendance at school, or to lack of ambition on the part of students. Of course, illness itself is a legitimate excuse for absence, but better health and sanitary conditions tend to prevent absences due to sickness.

Upon the basis of the amount spent from State funds, public education cost \$50.75 per pupil in average daily attendance per year, or 28 cents daily per pupil, during 1943-44. If every daily absence cost 28 cents, the total daily loss in dollars and cents would be 16,540.72, or an annual total of \$2,977,329.60. Since the employment of teachers, however, is made on the basis of average daily attendance, the greater portion of this apparent loss due to absences would be utilized in the employment of additional teachers. Another part of this loss would be saved, however, by better school attendance—fewer absences—assuming that the amount mentioned is the total cost. The greatest loss due to absences cannot be measured in dollars and cents.

Tables II and III

In the county units there were 40,606 daily absences in the elementary grades and 4,730 in the high school grades, the percents being 8.2 and 5.8, respectively. The range among these units, however, extended from only 3.4 percent in Catawba to 16.0 percent in Halifax for elementary (grades 1-8) children, and from 2.7 percent each in Davidson and Scotland to 9.9 percent each in Cumberland and Robeson.

From this table it is noted that the largest percentages of absences of elementary grade children were in Cherokee, Cumberland, Duplin, Edgecombe, Gates, Halifax, Hoke, Mitchell, Nash, Northampton, Pasquotank, Transylvania, Vance, Wayne and Wilkes administrative units.

Absences in the city units were not as great as in county units, the average percentage being 6.8 for the elementary grade children and 5.2 for high school students. Among these units the range was from a percentage of 2.0 in Marion to 12.9 in Lumberton in grades 1-8, and from 1.3 in Marion to 13.6 in Fremont. Out of the 212,459 pupils in average daily membership there were a total of 13,738 daily absences in these units.

Table I

As this table shows, there have been fewer absences in the schools since 1936-37. It will be noted, however, that the number and percent of absences for 1943-44 were greater than the two next preceding years. It seems that absences were fewer in 1941-42 than any other year.

II. AVERAGE DAILY ABSENCES, COUNTY UNITS, 1943-44

| COUNTY | ELEMENTARY | | | HIGH SCHOOL | | |
|-----------|----------------------|----------------------|---------------|----------------------|--------------------|---------------|
| | Av. Daily Membership | Av. Daily Attendance | Pct. Absences | Av. Daily Attendance | Av. Daily Absences | Pct. Absences |
| Alamance | 6,513 | 6,139 | 374 | 1,282 | 1,222 | 60 |
| Alexander | 2,849 | 2,675 | 174 | 538 | 564 | 26 |
| Allegany | 1,472 | 1,337 | 135 | 218 | 218 | 17 |
| Anson | 3,715 | 3,422 | 293 | 714 | 684 | 30 |
| Ashe | 4,286 | 3,939 | 347 | 643 | 613 | 30 |
| Avery | 3,178 | 3,000 | 178 | 503 | 474 | 29 |
| Beaufort | 4,068 | 3,783 | 285 | 797 | 751 | 46 |
| Bertie | 5,854 | 5,262 | 592 | 702 | 741 | 51 |
| Bladen | 5,840 | 5,231 | 609 | 1,053 | 968 | 85 |
| Brunswick | 3,895 | 3,575 | 320 | 561 | 539 | 22 |
| Burke | 10,733 | 10,195 | 538 | 2,173 | 2,079 | 94 |
| Cabarrus | 5,014 | 4,562 | 452 | 462 | 442 | 20 |
| Caldwell | 5,713 | 5,245 | 468 | 755 | 727 | 44 |
| Camden | 1,111 | 1,065 | 46 | 136 | 132 | 4 |
| Carteret | 3,289 | 3,133 | 156 | 682 | 654 | 28 |

I. AVERAGE DAILY ABSENCES, 1930-31 TO 1943-44

| YEAR | ELEMENTARY | | | HIGH SCHOOL | | |
|---------|----------------------|--------------------------|------------------|----------------------|--------------------------|------------------|
| | Av. Daily Membership | Average Daily Attendance | Percent Absences | Av. Daily Membership | Average Daily Attendance | Percent Absences |
| 1930-31 | 662,040 | 583,937 | 11.8 | 115,120 | 108,058 | 6.1 |
| 1931-32 | 676,194 | 611,299 | 9.6 | 125,492 | 116,966 | 5.3 |
| 1932-33 | 694,287 | 626,845 | 9.7 | 133,952 | 127,026 | 5.1 |
| 1933-34 | 693,863 | 626,028 | 9.8 | 137,700 | 130,740 | 5.1 |
| 1934-35 | 685,025 | 622,596 | 9.1 | 146,061 | 138,837 | 4.9 |
| 1935-36 | 675,485 | 612,913 | 9.3 | 154,882 | 146,691 | 5.3 |
| 1936-37 | 682,371 | 608,242 | 8.2 | 162,418 | 154,639 | 4.8 |
| 1937-38 | 659,346 | 608,485 | 7.7 | 171,417 | 163,497 | 4.6 |
| 1938-39 | 652,766 | 615,001 | 7.2 | 183,811 | 175,501 | 4.5 |
| 1939-40 | 654,062 | 606,768 | 7.2 | 192,190 | 183,235 | 4.7 |
| 1940-41 | 647,062 | 599,824 | 7.3 | 196,408 | 186,550 | 5.0 |
| 1941-42 | 638,304 | 594,639 | 6.8 | 194,489 | 185,211 | 4.9 |
| 1942-43 | 621,987 | 576,198 | 7.4 | 187,592 | 176,942 | 5.7 |

| CITY | ELEMENTARY | | | | HIGH SCHOOL | | | | TOTAL | | | | | | | | | |
|--------|------------|------------|--------|------|-------------|------------|--------|------|---------|------------|--------|------|---------|------------|--------|------|---------|------------|
| | Average | Attendance | Absent | Pct. | Average | Attendance | Absent | Pct. | Average | Attendance | Absent | Pct. | Average | Attendance | Absent | Pct. | Average | Attendance |
| Albany | 1,392 | 1,297 | 95 | 6.8 | 423 | 399 | 21 | 5.7 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 493,838 | 453,232 |
| Albany | 1,014 | 1,890 | 115 | 11.3 | 130 | 123 | 7 | 5.4 | 9,630 | 8,742 | 888 | 9.2 | 1,490 | 1,374 | 116 | 7.7 | 81,189 | 76,459 |
| Albany | 1,481 | 1,276 | 105 | 7.1 | 433 | 418 | 15 | 3.5 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 5,388 | 5,083 | 305 | 5.7 | 1,617 | 1,533 | 84 | 5.2 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 3,802 | 3,607 | 195 | 5.1 | 341 | 326 | 15 | 4.4 | 1,078 | 973 | 105 | 9.7 | 209 | 198 | 11 | 5.2 | 81,189 | 76,459 |
| Albany | 2,000 | 1,863 | 141 | 7.0 | 381 | 359 | 22 | 5.7 | 890 | 837 | 53 | 6.0 | 212 | 195 | 17 | 8.0 | 40,606 | 38,200 |
| Albany | 12,889 | 11,980 | 908 | 7.1 | 3,329 | 3,144 | 185 | 5.5 | 5,356 | 5,136 | 220 | 4.1 | 1,275 | 1,241 | 34 | 2.7 | 493,838 | 453,232 |
| Albany | 1,082 | 1,048 | 34 | 3.1 | 200 | 190 | 10 | 5.0 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 2,352 | 2,233 | 119 | 5.1 | 366 | 344 | 22 | 6.0 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 7,672 | 7,125 | 547 | 7.1 | 1,934 | 1,831 | 123 | 6.3 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 1,417 | 1,321 | 96 | 6.8 | 244 | 230 | 14 | 5.7 | 1,078 | 973 | 105 | 9.7 | 209 | 198 | 11 | 5.2 | 81,189 | 76,459 |
| Albany | 2,145 | 2,004 | 141 | 6.6 | 556 | 533 | 23 | 4.1 | 890 | 837 | 53 | 6.0 | 212 | 195 | 17 | 8.0 | 40,606 | 38,200 |
| Albany | 1,196 | 1,129 | 67 | 5.6 | 293 | 277 | 16 | 5.4 | 5,356 | 5,136 | 220 | 4.1 | 1,275 | 1,241 | 34 | 2.7 | 493,838 | 453,232 |
| Albany | 1,935 | 1,833 | 102 | 5.3 | 303 | 288 | 15 | 5.0 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 2,948 | 2,760 | 188 | 6.4 | 722 | 684 | 38 | 5.3 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 1,101 | 1,029 | 72 | 6.5 | 163 | 144 | 19 | 13.6 | 1,078 | 973 | 105 | 9.7 | 209 | 198 | 11 | 5.2 | 81,189 | 76,459 |
| Albany | 659 | 586 | 73 | 11.1 | 132 | 114 | 18 | 13.6 | 1,078 | 973 | 105 | 9.7 | 209 | 198 | 11 | 5.2 | 81,189 | 76,459 |
| Albany | 4,240 | 3,933 | 307 | 7.3 | 1,069 | 1,016 | 53 | 5.0 | 5,356 | 5,136 | 220 | 4.1 | 1,275 | 1,241 | 34 | 2.7 | 493,838 | 453,232 |
| Albany | 861 | 814 | 47 | 5.5 | 104 | 104 | 2 | 1.9 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 3,292 | 3,002 | 290 | 8.8 | 792 | 730 | 62 | 7.8 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 6,880 | 6,430 | 450 | 6.5 | 2,034 | 1,905 | 129 | 6.2 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 2,312 | 2,169 | 133 | 7.9 | 488 | 466 | 22 | 4.4 | 1,078 | 973 | 105 | 9.7 | 209 | 198 | 11 | 5.2 | 81,189 | 76,459 |
| Albany | 1,680 | 1,561 | 119 | 7.1 | 368 | 346 | 22 | 6.0 | 890 | 837 | 53 | 6.0 | 212 | 195 | 17 | 8.0 | 40,606 | 38,200 |
| Albany | 2,687 | 2,413 | 274 | 10.2 | 524 | 476 | 48 | 9.2 | 5,356 | 5,136 | 220 | 4.1 | 1,275 | 1,241 | 34 | 2.7 | 493,838 | 453,232 |
| Albany | 853 | 797 | 56 | 6.6 | 293 | 277 | 16 | 5.4 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 3,117 | 3,029 | 88 | 2.8 | 919 | 890 | 29 | 3.2 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 5,786 | 5,427 | 359 | 6.2 | 1,816 | 1,853 | 33 | 4.3 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 3,891 | 3,708 | 183 | 4.7 | 292 | 279 | 13 | 4.5 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 1,245 | 1,162 | 83 | 6.7 | 597 | 494 | 33 | 6.3 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 2,604 | 2,391 | 213 | 8.2 | 493 | 472 | 21 | 4.3 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 1,595 | 1,495 | 100 | 6.3 | 685 | 597 | 38 | 6.0 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 3,259 | 3,036 | 223 | 6.8 | 488 | 423 | 25 | 5.6 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 1,582 | 1,529 | 53 | 3.3 | 522 | 507 | 15 | 2.9 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 2,206 | 2,139 | 67 | 3.0 | 416 | 403 | 12 | 2.9 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 1,921 | 1,880 | 41 | 4.4 | 316 | 294 | 22 | 7.0 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 1,822 | 1,825 | 197 | 12.9 | 415 | 403 | 12 | 2.9 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 1,849 | 1,744 | 105 | 12.3 | 331 | 313 | 18 | 5.5 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 1,920 | 1,881 | 39 | 2.0 | 271 | 267 | 4 | 1.5 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 1,108 | 1,064 | 44 | 4.0 | 308 | 308 | 16 | 4.9 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 1,388 | 1,298 | 90 | 6.5 | 324 | 308 | 16 | 4.9 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 1,637 | 1,536 | 101 | 6.2 | 746 | 710 | 36 | 4.4 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 1,004 | 937 | 67 | 6.7 | 143 | 135 | 8 | 5.6 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 1,839 | 1,716 | 123 | 6.7 | 457 | 437 | 20 | 4.4 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 938 | 832 | 106 | 11.3 | 368 | 331 | 37 | 10.1 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 2,151 | 2,013 | 138 | 6.4 | 493 | 464 | 29 | 5.9 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 1,442 | 1,387 | 55 | 3.8 | 354 | 341 | 13 | 3.7 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 703 | 649 | 54 | 7.7 | 181 | 173 | 8 | 4.4 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 2,527 | 2,348 | 179 | 7.1 | 591 | 572 | 19 | 3.2 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 660 | 520 | 141 | 21.4 | 141 | 134 | 7 | 5.0 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 6,155 | 5,663 | 492 | 8.0 | 1,873 | 1,782 | 91 | 4.9 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 2,049 | 1,983 | 101 | 9.3 | 154 | 142 | 12 | 7.8 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 1,084 | 983 | 101 | 9.3 | 661 | 625 | 32 | 5.0 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 2,049 | 1,920 | 129 | 6.3 | 593 | 572 | 21 | 3.5 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 1,916 | 1,810 | 106 | 5.5 | 627 | 606 | 21 | 3.3 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 1,568 | 1,503 | 65 | 4.1 | 627 | 606 | 21 | 3.3 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 3,578 | 3,313 | 265 | 7.4 | 1,120 | 1,041 | 76 | 6.8 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 2,519 | 2,315 | 204 | 8.0 | 724 | 689 | 35 | 4.8 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 938 | 857 | 81 | 8.6 | 295 | 283 | 12 | 4.1 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 2,471 | 2,316 | 158 | 6.4 | 484 | 456 | 28 | 5.8 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 670 | 651 | 19 | 2.8 | 225 | 218 | 7 | 3.1 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 1,924 | 1,800 | 124 | 6.4 | 535 | 514 | 21 | 3.9 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 1,818 | 1,702 | 116 | 6.4 | 351 | 334 | 17 | 4.8 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 2,003 | 1,891 | 113 | 5.6 | 417 | 397 | 20 | 4.8 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 836 | 784 | 52 | 6.2 | 168 | 159 | 9 | 5.4 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 1,193 | 1,193 | 69 | 5.5 | 331 | 318 | 13 | 3.9 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 1,262 | 1,193 | 69 | 5.5 | 331 | 318 | 13 | 3.9 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 2,308 | 2,076 | 232 | 10.1 | 536 | 444 | 7.6 | 4.6 | 8,301 | 7,657 | 644 | 7.8 | 1,304 | 1,190 | 114 | 8.7 | 81,189 | 76,459 |
| Albany | 963 | 934 | 29 | 3.0 | 227 | 213 | 14 | 5.8 | 4,134 | 3,900 | 234 | 5.7 | 473 | 453 | 20 | 4.2 | 40,606 | 38,200 |
| Albany | 3,345 | 2,929 | 416 | 12.4 | 687 | 637 | 39 | 5.4 | 7,666 | 6,773 | 893 | 11.6 | 1,006 | 906 | 100 | 9.9 | 493,838 | 453,232 |
| Albany | 10,289 | 9,604 | 685 | 6.7 | 2,847 | 2,699 | 148 | 5.2 | 8,301 | 7,657 | 644 | 7.8 | 1,3 | | | | | |

State Board Adopts Resolution Favoring Higher Teachers' Salary Schedule

Says Recommended Schedule Is Minimum

At a special meeting on January 23, the State Board of Education passed a resolution to be read to the Appropriations Committee favoring higher salaries for teachers than the schedule used as a basis for figuring the amount of instructional salaries in the request made to the Advisory Budget Commission last September. The State Board also approved the Governor's recommendation for ten months pay for principals and free textbooks for the eighth grade.

The resolution adopted with reference to teachers' salaries reads as follows:

"The budget recommended by the State Board of Education for instructional salaries represented what the Board then considered as the absolute minimum basal salary schedule for the operation of the nine months school term. This recommendation was based upon a minimum salary of \$125 per month for the A certificate advocated by Governor Cherry. The Board anticipated that to this schedule would be added any bonus which the Legislature might provide for State employees generally to take care of the increased cost of living.

The Board endorses and will welcome any increase beyond the minimum salary schedule recommended which the General Assembly may find it possible to appropriate from available funds.

The State Board of Education is not responsible for the salary schedule being written into the appropriations bill and advises that it be stricken out. The Board would like to point out in defense of its position that the fixing of a salary schedule in such a manner is without precedent and would make it impossible to make changes or adjustments due to changing conditions or emergencies which may arise."

Erwin Revokes Certificates For Report Padding

Supt. Clyde A. Erwin has revoked the certificates of a number of teachers and principals within recent weeks on the basis that such school personnel were guilty of "padding" reports.

"A number of instances of this practice have been reported to me recently," Superintendent Erwin added. "Padding or increasing the average daily attendance figures appears to be a device by which principals hope to secure an additional teacher, thus resulting in an increase in their own salary."

"I expect to follow the policy of debarring such persons from the teaching profession, and will in every instance revoke their certificates," Superintendent Erwin declared.

New Scholastic Magazine Recently Issued

The first issue of *Scholastic Debater*, a new eight-page magazine for high school debaters and speech students, off the press January 1, is the latest addition to scholastic magazines. Dr. Arthur Secord, of the Department of Speech, Brooklyn College, New York, is editor.

The new publication will appear four times during the second semester. The first issue consists of original articles, reprints, bibliographical data and news items pertaining to the debate topic of this year—"Resolved: That the legal voting age should be reduced to 18 years." The two subsequent issues will keep readers informed throughout the semester on developments of the question. The fourth issue will be devoted to a preview of whatever question is selected for next year.

New S. V. E. Picturol Catalog Available

A new picturol catalog, which lists many new slidefilms, has been announced by the Society for Visual Education. The catalog includes, among other slidefilms, an entirely new series of picturols on the national parks of the United States.

Another new slidefilm of timely interest is "Romance of the Alaska Highway," a picture story of the building of the Alcan Highway to supply the troops in Alaska and the Aleutians. In contrast are two new slidefilms on the life and scenic attractions in the Virgin Islands.

Other educational slidefilm additions include "Elementary Meteorology" (three slidefilms); "Origin and Basic Definitions of Algebra" (two slidefilms); "Mathematical Instruments" (four slidefilms presenting different types of instruments and their use); "Theory of Flight" (four slidefilms).

Many other interesting and instructive slidefilms have been added to the extensive S.V.E. picturol library. Some are accompanied by teachers' manuals, and others include full information in the titles and subtitles of the slidefilm.

Copies of the new S.V.E. picturol catalog are furnished free upon request to the Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11, Ill.

New Sound Film Depicts "Power Plant of Future"

The Jam Handy Organization, Detroit, has produced for the Allis-Chalmers Manufacturing Company, Milwaukee, a new 28-minute sound motion picture, "Tornado In a Box," which explains, with the help of animated drawings, the principles, development, and operation of the gas turbine, newest source of prime power for transportation and industry. This movie, which contains no advertising of any kind, is being loaned free to clubs, or-

Fuel Situation Is Serious; Economy in Use Urged By Governor

Because of the threat of a coal shortage throughout the country, Governor Cherry has issued a general warning to the citizens of the State urging that the temperature of homes, places of business and schools be maintained at 68 degrees and that every economy possible be effected in the use of fuel.

Governor Cherry suggested that the schools limit their activities, such as basketball, plays and after-school meetings until the fuel situation improves.

State Superintendent Erwin stated that while the situation is not yet critical in some schools, it would be wise for administrators to caution all school people—teachers, janitors and patrons—concerning the situation in their respective schools. Parents might cooperate by dressing their children warmly and seeing that they have sweaters or jackets to wear in the classroom, if needed, he stated. Teachers can cooperate by helping to regulate the intake of cold air. Where stokers can be obtained, their installation is recommended.

Unless more coal can be obtained within a few weeks, Superintendent Erwin stated, it may be necessary to close some schools. Every effort in every way should be made, therefore, to conserve that which is now on hand.

N.C.E.A. Annual Meeting Will Not Be Held

The annual meeting of the North Carolina Education Association scheduled for April 11-13 has been cancelled because of the recent order of the Office of Defense Transportation restricting travel, it was recently announced.

The ODT Office in its announcement stated that "organizations planning to hold conventions, conferences, trade shows, or group meetings after February 1, will have to show how the war effort would suffer if the meetings were not held." It was the opinion of the Board of Directors of the N.C.E.A., rather than make an application for holding the annual meeting of that organization that it should be cancelled outright and thus contribute to the war effort. It was believed that the omission of the annual convention of teachers would not seriously affect the workings of the organization for one year. The election of officers will be made as usual by mail.

ganizations, institutions, groups interested in the subject. Prints or copies for permanent ownership may be purchased.

This film is the third in a series of educational films released by the same sponsor, the first being "The Magic of Steam," the second, "The Surface Condenser." For details as to loan of any of these subjects address the Allis-Chalmers Manufacturing Company, Milwaukee 1, Wisc.

Former Supt. of Harnett County Schools Dies

B. P. Gentry, retired superintendent of the Harnett County schools, died Sunday night, January 1, at Duke Hospital, where he had just been taken, after a long illness.

Mr. Gentry was a native of Person County. In 1912 he was principal of the Dunn schools, Harnett County, and in 1915 he was elected superintendent of that county where he served continuously until his retirement in 1941. Under his leadership the county school system developed from numerous small schools to one of the best consolidated units in the State, with the number of teachers increasing from 149 to 336.

Loan Exhibit on Neighbor Republics Now Being Circulated

The Library Service Division of the United States Office of Education is circulating 150 traveling loan exhibits of Latin American teaching materials which are available to schools for two-week periods. These exhibits have been prepared in coöperation with the Office of the Coördinator of Inter-American Affairs to promote inter-American solidarity. Two of these loan exhibits are being circulated in North Carolina through the coöperation of the Southern Council on International Relations in Chapel Hill.

The exhibits are displayed in the libraries and are used by classroom groups on elementary and secondary levels. The materials displayed give a cross section of the life and culture in the other American republics. A manual for teachers with background information on the articles displayed and suggestions for presenting the exhibit materials to school students accompanies each loan collection. A 3x5-foot table plus wall space is needed for display of the exhibit.

The North Carolina schools listed below will display the exhibit:

SCHEDULE OF FIRST LATIN AMERICAN EXHIBIT

| | |
|------------------|---|
| Jan. 15-29. | Raleigh—Needham Broughton High School. |
| Feb. 2-16. | Greenville High School. |
| Feb. 23-Mar. 9. | Wilmington—New Hanover High School. |
| Mar. 16-30. | Greensboro—Woman's College Library. |
| April 3-17. | Winston-Salem—R. J. Reynolds High School. |
| April 24-Mar. 8. | High Point—Senior High School. |
| May 15-29. | Salisbury—Boyden High School. |

SCHEDULE OF SECOND LATIN AMERICAN EXHIBIT

| | |
|------------------|---|
| Feb. 1-15. | Gastonia High School. |
| Feb. 22-Mar. 8. | Hendersonville High School. |
| Mar. 15-29. | Waynesville High School. |
| April 5-19. | Murphy High School. |
| April 26-May 10. | Canton High School. |
| May 17-31. | Statesville High School. |
| June 7-21. | Boone—Appalachian State Teachers College. |

Washington Notes

Physical education instructors: One of the facts which continues to "amaze and astound" officials of the armed forces is the very low percentage of farm boys who know how to swim. A check of men recently inducted in the Navy shows that the percentage is lower in 1944 than it was in 1917.

Vocational educators: The famed George-Dondero Bill (S. 1946), calling for an expanded vocational education program and area vocational schools, died with the passing of the 78th Congress. The substance of this legislation is now being carefully reviewed in Washington. A new draft will be introduced within a few weeks. Whether Senator George and Representative Dondero will again sponsor the measure is uncertain.

Teachers of literature: A check of the *Congressional Record* shows that in the last two decades 2,800 poetic quotations have been used by Congressmen and Senators in their speeches. Shakespeare, Tennyson, Gray, Longfellow, and Bryant are the favorites. Because many of the quotations are used in memorial addresses, these quotes appear most frequently:

"The boast of heraldry, the pomp of power"—GRAY.

"There is no death. . . ."—LONG-FELLOW.

"So live that when thy summons comes, etc."—BRYANT.

All teachers: CIO President Philip Murray invited white collar and professional workers to a conference to begin January 15 in Washington. Included in the invitation were representatives of education and the teaching profession. Purpose: To chart methods of correcting "the continued neglect of the economic and social problems of white collar and professional workers."

Teachers of science: *The Scientific American*, founded in 1845, will observe its 100th anniversary this year. Its history is in effect the history of American science and invention. In its pages of the past century will be found heralded the progress of science here and abroad.

Tryon's Palace Contest Stimulates Much Interest

The historical sketch contest on the subject of Tryon's Palace sponsored by the Garden Club of North Carolina has stimulated considerable interest on the part of teachers in the State. The State contest chairman reports that a number of teachers have already written in stating that their pupils were interested in competing for the \$100 in prize money donated by Mrs. Inglis Fletcher, historical novelist.

Regulations regarding the contest were printed in the January 1945 PUBLIC SCHOOL BULLETIN. Printed copies of the regulations and other information about the contest may be obtained

Special Education Program Recommended by Erwin

A program of special education in the public schools of the State is one of the recommendations which Superintendent Erwin has strongly urged the General Assembly to provide. In order to provide for direction of such a program on the State level Superintendent Erwin has requested that an appropriation of \$5,700 be added to the budget of the State Department of Public Instruction.

In speaking about this program and the need of State supervision in this field before the North Carolina League for Crippled Children at its annual conference in Raleigh last November, Superintendent Erwin made the following statement:

"There should be a Division of Special Education in the Department of Public Instruction which would deal with these children, and a coördination of those forces which can help these children who are either superior or underprivileged, who retard the school system. This results in wastage of money and human resources. . . . There are thousands of children in public schools who need services already available, but who do not know where the services are or what they are. The school is the one agency which touches the lives of the people in the State most closely. . . . I am not in favor of a child being put into an institution if it can be avoided. When you put children into institutions, it emphasizes the handicap. It is better to keep them in a class of normal children so they won't become queer and different. These children should be provided for through the public schools."

Radio Forum Discusses Progressive Education

On January 4 the Raleigh Radio Forum, a weekly program broadcast over station WRAL, attempted to answer the question, "Is Progressive Education Ruining Our Public Schools?" The panel included Prof. James S. Tippet of the University of North Carolina, Dr. H. A. Perry of the State Department of Public Instruction, Dr. L. D. Bayer, N. C. State College, and Mrs. Frank Smethurst of the Raleigh *News and Observer*. Rev. Allyn P. Robinson, pastor of the Raleigh United Church, served as moderator.

Statements made by the panel members indicated great differences of opinion as to what progressive education is, and brought forth admissions that both conventional and progressive schools need good teachers and constant professional study and curriculum revision, if education is to meet the changing demands of modern life.

from the State Contest Chairman, Mrs. J. S. Mitchener, 307 West Park Drive, Raleigh, N. C. Mrs. Mitchener has requested that teachers who are planning to enter papers written by their students limit their entries to the five best papers from each class.

State Board Adopts Report Of Legislative Committee At December Meeting

The State Board of Education at its December meeting approved the report of its Legislative and Postwar Planning Committee. This report included the following recommendations:

1. That a committee be appointed to recodify the public school laws and that the completed recodification be submitted to the State Board for consideration.

2. That a study of the cost that would be added in case the entrance date, on or before which a child must reach the age of six, from October first to January first, and that the results of this study be reported at the next meeting of the Legislative Committee or State Board, whichever meets first.

2. That the State Board of Education be requested to secure the passage of a bill in the General Assembly providing for the supervision of nursery schools and the establishment of standards for these schools.

4. That a committee be appointed whose duty would be to make a recommendation on supervision at the next meeting of the Board.

5. That the State Board be requested to secure a change in the motor vehicle laws which would eliminate the necessity of a for-hire license for a hauler of fuel for the public schools.

6. That the State Board be requested to secure a clarification of the laws concerning the ownership of supplies and equipment purchased from State-allotted funds.

State Board Votes to Figure Withholding Tax for Teachers on Annual Salary Basis

At its January 2 meeting the State Board of Education passed a resolution, "That the withholding tax on the salaries of school employees who are paid on a school month basis be figured on the annual salary and one ninth of said amount be deducted for each of the nine school months."

Following up this resolution Comptroller Paul Reid has prepared a schedule of the withholding tax covering school employees paid on a monthly basis, which he has sent to each school superintendent in an effort to assist them in administering the Federal withholding tax law as it applies to school employees.

The effect of this new method of applying the law will be to slightly decrease the amount withheld from the salaries of these employees, it is stated. Whereas formerly, when the tax was withheld on a 12-month basis the exemption was figured as one twelfth of the annual exemption. Under the new plan the exemption will be figured as one ninth of this annual exemption, thus making the tax withheld less than was the case when the former method of figuring the withholding tax was used.

New Pamphlet Helps Pan-American Clubs Plan Activities

Suggestions for activities, organization aids, and other valuable material for advisers of Pan-American clubs are featured in "Inter-American Coöperation in the Schools: Student Clubs," a new pamphlet published by the United States Office of Education, Federal Security Agency. Prepared to assist faculty advisers of Pan-American clubs to organize student groups, the pamphlet traces the growth of Pan-American clubs in the United States and other American republics and discusses the importance of these clubs in the development of inter-American coöperation.

The largest portion of the illustrated pamphlet is devoted to program suggestions and sources of program aids. Celebration of three occasions of inter-American significance—Teachers' Day, September 11, Columbus Day, October 12, and Pan-American Day, April 14—are discussed. Bibliographies of program aids in the fields of art, biography, the dance, films and recordings, foods, games and quizzes, geography, history, international relations, language, literature, music, and radio are given in detail.

Illustrations depict activities of many flourishing Pan-American clubs in the United States. "Inter-American Coöperation in the Schools: Student Clubs" was written by Esther Brown, associate specialist in the Division of Inter-American Educational Relations.

Copies of the publication, Pamphlet No. 97, may be purchased from the Superintendent of Documents, Washington 25, D. C., for ten cents.

Bill to Allow School Music To Be Broadcast Introduced

A bill to "prohibit interference with the broadcasting of non-commercial radio programs by educational institutions" *not in competition with professional talent* was introduced in Congress last May by Senator Vandenberg. The bill will be reintroduced in the Congress now in session.

This bill is an effort to allow all educational institutions to broadcast non-commercial programs by their bands, orchestras, and other musical groups. It is the answer to ban of all such network broadcasts from the air in 1942. Persons who approve of the provisions of the proposed bill should write and request their friends to write to their Congressmen urging them to support the bill.

The proposed bill adds a new section to the law reading as follows:

Section 330. It shall be unlawful for any person or group to prevent, hinder, delay or in any manner interfere with, or to conspire with other persons for the purpose of preventing, hindering, delaying, or in any manner interfering with, the production or transmission by radio of any non-commercial program presented by any academically accredited and tax-exempt educational institution, and it shall likewise be unlawful for

any person as a part of a group, or organization, by threat, extortion or intimidation, to interfere with the operation of any radio station while engaged in the preparation, production or transmission of such non-commercial program unless such interference is a part of a general action for other purposes and is of general and broader purpose than to prevent or interfere with the production and/or transmission of such non-commercial program if (1) no service, money or other valuable consideration is directly or indirectly paid or promised to, or charged or accepted by such radio station from any person for broadcasting or agreeing to broadcast such program and (2) no service, money or other valuable consideration is directly or indirectly paid or promised to, or charged or accepted by the persons producing or participating in such program from such station or from any commercial sponsor, for services rendered in producing or participating in such program.

Stirrup Pumps Are Made Available to Schools

The county and city superintendents of the State have been notified by W. F. Credle, Director Schoolhouse Planning of the State Department of Public Instruction, that there are approximately 2,500 stirrup pumps available for free distribution, except possibly transportation charges, from the Division of Purchase and Contract. These pumps have been placed with the Purchase and Contract Division by the Office of Civilian Defense since it is believed that they will not be needed by that office for extinguishing fires caused by incendiary bombs.

"It is believed," Mr. Credle says, "that these pumps will be useful in extinguishing fires in schools not now equipped with fire fighting facilities and that their presence in schools will give children and teachers a fire consciousness that might prove useful in case of care of accidental fire."

Books Cover School Workshop Progress

Fifteen booklets, profusely illustrated with photographs and plans for laying out and managing the modern school workshop are available to schools, teachers and educational organizations interested, through Delta, 620 Vienna Street, Milwaukee, Wisc. These booklets are primarily designed to enable the school to get the most out of its shop investment, and to encourage the installation and use of workshops in the homes of students as a postwar educational aid. Subjects are as follows: Getting the Most Out of Your Band-saw and Scroll-saw. Small Furniture Designs. Getting the Most Out of Your Abrasive Tools. Making Money With Your Tools. Practical Finishing Methods. Forty Fine Tables. Getting the Most Out of Your Circular Saw and Jointer. Nineteen Charming Chairs. Getting the Most Out of Your Drill Press. Novelties. How to Plan a Home Workshop.

Report on Negro Education Adopted by State Board

The report on Negro Education, which was prepared by a committee under the direction of Dr. N. C. Newbold, Director of Negro Education for the State Department of Public Instruction, and authorized by the State Board of Education upon the recommendation of former Governor J. Melville Broughton, was officially adopted by the Board at a special meeting on January 23.

The report is divided into three parts: Improvements Accomplished; Further Improvements Urgently Needed; and Definite Recommendations.

These recommendations included proposals for completing the program of consolidation and transportation, for improvement of the elementary instruction through supervision and accreditation, for additional equipment and supplies and panitorial services, and for strengthening the institutions of higher learning.

The report commended Dr. N. C. Newbold and the various committees which were responsible for making the study. The report also stated that "while this study primarily concerns Negro education, we wish to point out that many of the problems we now face concerning the provision of adequate educational facilities for Negroes apply equally to the white race. Our progress during recent years in improving the educational opportunities for the youth of the State has been made with the approval and cooperation of State and local groups representing both the white and Negro citizenship of the State. A growing spirit of cooperation and sympathetic interest has been manifested in this endeavor to improve our total educational facilities."

New Federal Aid Bills Are Introduced in Congress

House Bill 1296 and Senate Bill 181 were introduced in the 79th Congress, the House bill by Congressman Ramspeck of Georgia on January 9 and the Senate bill by Senators Thomas of Utah and Hill of Alabama on January 10. These two bills are identical in structure, provisions and language. They replace the Federal aid bills before the 78th Congress, and differ in only minor and unimportant details from those bills. Early hearings on the new bills are requested before the Senate and House Committees on Education.

In view of the fact that the President has indicated the need for expanded educational programs, it is felt by many leading educators that the new bills have a better chance than ever of being enacted into law. In his budget message, the President said, "If a suitable standard (of education) is to be maintained in all parts of the country, the Federal Government must render aid where it is needed—but only where it is needed."

Special College Entrance Examination Given

A special examination for entrance to college was given to 150 high school seniors on January 11, 1945. The examination was administered by the State Department of Public Instruction in cooperation with the North Carolina College Conference.

The purpose of the examination was to determine eligibility of certain pupils for entrance to college prior to graduation from high school. The following regulations governed the examination:

1. Students admitted to college by examination must be 16 years of age at the time of entering college.

2. They must have at least 12 units of high school work at the time they take the examination, including the work being taken at the time of examination.

3. They must have standing in scholastic ability and training in the upper one fourth of their classes.

4. Examinations given for admission to college shall demonstrate the student's ability in English and mathematics.

5. These examinations will be given only in the high schools near the close of each semester of the high school year until June, 1945.

The examinations are being scored by the University Testing Service. The list of the successful candidates will be mailed to each college in the North Carolina College Conference. Pupils from 18 white high schools and four Negro high schools participated in the examination.

New Slidefilms On National Parks

Among the recent additions to the slidefilm library of the Society for Visual Education, is an entirely new series on the national parks of the United States, which has been prepared with the cooperation of the National Park Service, United States Department of the Interior.

The new slidefilms of the areas under supervision of the National Park Service present Acadia, Crater Lake, Mount Rainier, Olympic, Shenandoah, Yellowstone and Yosemite National Parks; Waterton-Glacier International Peace Park; and Death Valley National Monument. Each film includes interesting and beautiful pictures of the outstanding attractions in the area, the flora and fauna of the region, and typical or unusual geologic formations. Each is accompanied by a teacher's manual which provides additional information and cites reading reference.

Other national park subjects are in preparation and will be announced as soon as available. It is planned to include all major areas under supervision of the National Park Service. Full information may be obtained by writing direct to the Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11, Ill.

Educational Conference Concerning Veterans Held

Vocational and educational problems of returning veterans and how communities could meet these problems was the theme of a one-day conference held in Raleigh on January 27th, under the sponsorship of the Occupational Information and Guidance Service of the State Department of Public Instruction.

Lieut. Paul Stewart, counselor at the Regional Hospital at Fort Bragg, and Ben Husbands of the Veterans' Counseling Center at Chapel Hill presented veterans' problems and explained their rights under Public Laws 16 and 346. They also described the counseling procedures at their respective centers and suggested ways in which community counselors could follow up their work. They pointed out that communities must be prepared to help veterans with vocational and educational problems.

Ways in which industry is meeting the problems of returning veterans was discussed by J. H. Cannon, Servicemen's Personnel Office, Cannon Mills Company; L. B. Singleton, Personnel Director, Waverly and Morgan Mills, and W. Lee McElrath, Personnel Director, Personnel Office, Cannon Mills Company. Each of the speakers stressed the need for a central agency in each community to coordinate all the agencies in that community which have services to render veterans and to inform these veterans about these agencies.

Approximately 75 people, including college professors, school superintendents, principals, counselors, vocational teachers and directors and personnel men of industry and representing 33 counties in the State, attended the conference.

Miss Ella Stephens Barrett, Acting Supervisor, Occupational Information and Guidance Service, Department of Public Instruction, was in charge of the conference.

Essay Contest Sponsored By Forestry Association

The North Carolina Forestry Association announces an essay contest in the field of forestry for which cash awards, a \$20 first, a \$10 second and a \$5 third prize, will be given for the three best essays written by white high school students of the State. The contest is administered by the High School Committee of the North Carolina Academy of Science, and papers must be in the hands of the chairman, Dr. M. F. Buell, State College, Raleigh, not later than March 15.

The contest has been endorsed by Governor Gregg Cherry as well as officials of the Department of Public Instruction, including State Superintendent Clyde A. Erwin. Directions, rules and suggestions will be furnished principals and teachers by the chairman of the committee.

INTERNATIONAL EDUCATION

Education for Postwar Citizenship Resumes In Free Countries

The importance of formal education is stressed by events in several of the United Nations. In liberated parts of Europe, schools are resuming wherever conditions permit, while in sections still occupied by the Germans, students and teachers continue among the active participants in resistance movements. Half way around the world, in China, where the war is in its eighth year, schools also function so far as possible.

In the Netherlands, where the Germans wrecked many schools and libraries, reconstruction and reorganization of the educational system is under way. The first Dutch institution of higher learning to resume is the Roman Catholic Economic College, at Tilburg. Students barred from the college during the German occupation, but who have continued to study privately, will be permitted to take special examinations by which they may regain their former status. Any known to have collaborated with the enemy are excluded both from such examinations and from the college.

The first issue of the Tilburg student newspaper, *Viking*, reported the names of many former students killed in air raids on Berlin, where they had been sent to do forced labor. It also reported the names of many others who had escaped to England to join the Dutch armed forces.

Dutch students deported to Germany for forced labor are required to work 12-hour shifts, according to information reaching Holland. Many have been made ill by the hardships, and some have been sent back to Holland. A sanatorium is being established in liberated Holland for such students, frequently suffering from tuberculosis, and for others who have lived in hiding under bad conditions.

In the Netherlands East Indies, as well as in the motherland, educational rehabilitation is under way. The only Dutch-language school in the liberated areas of the East Indies has been opened on Numfoor Island, off the north coast of Netherlands New Guinea. Most of the classes are being taught by officers of the Netherlands East Indies Civil Administration. The children, whose education was completely neglected during two and one half years of Japanese occupation, are making up for the time lost, although the schools lack textbooks and many other necessities. Plans for the reorganization of the schools have been outlined by Pieter A. Kerstens, acting head of the Department of Education in the Netherlands East Indies Government in Australia.

In liberated Belgium, as in the Netherlands, schools are being reopened as rapidly as possible. Brussels University was closed under the German occupation. The universities of Louvain, Ghent

and Liege remained open, but resisted every effort to force them into collaboration. Many students joined the resistance movement, rather than permit themselves to be sent to Germany for slave labor. Louvain University, a sufferer from German aggression in the first World War, also saw some of its buildings wrecked by German bombs in this war.

In France, every possible assistance has been promised students whose education was interrupted by resistance work, military service, persecution or political imprisonment. Mr. Rene Capitant, Minister of National Education, has said that scholarships also will be awarded not only on the basis of an applicant's financial status, but also on his family's record in the resistance movement. Half of the students in France's secondary schools now are reported to be receiving free tuition, while university fees have been reduced by half.

In China, the presence of American military personnel, and the expectation that others will arrive, has stimulated the study of English among persons of all ages. American-educated Chinese conduct two schools in Chungking from which more than a thousand students—most of them adults—have been graduated in the last three years. The National Military Council has established a training school for interpreters, and expects to turn out 1,500 Chinese qualified in English within a year. Dr. Frank Price, formerly head of the rural church department of the Nanking Theological Seminary, is director. The faculty consists of 20 Chinese who studied in the United States and ten American liaison officers, all of whom speak and write Chinese.

Schools Resume in Liberated Parts of Yugoslavia And in Russia

Free schools are reopening in the invader's wake in European areas. Students themselves often repair buildings and collect scattered equipment.

About 200 students, both boys and girls, worked night and day to repair the buildings of the School of Engineering in Belgrade University, the Free Yugoslavia radio reported recently. Students also searched through heaps of rubble for usable instruments. The engineering school was one of the most modern in Europe and before the war was attended by thousands of students from all parts of the Balkans.

The Soviet Union has embarked on the gigantic task of rebuilding schools and colleges in the liberated areas, where the Germans have devastated towns, villages and countryside. One hundred and fifteen technical schools have been restored already in liberated districts. Sixteen such schools are now functioning in Kharkov, ten in Kiev, eleven in Rostov-on-Don and five in

Gomel. They have also been restored in Stalingrad, Odessa, Chernovitsky, Rovno, Poltava and many other cities. Forty-nine of the 73 technical schools which existed in the Donbas before the war have already been reopened.

Schools Reopen in Philippines

An announcement of the reopening of Filipino schools was carried in the first one-page issue of *Leyte-Samar Free Philippines* published ten days after the landing of liberation armies in the Philippines.

"The next morning we opened the first school in Tacloban," reported Brig. Gen. Carlos P. Romulo, resident commissioner to the United States and member of the Philippines Cabinet.

"If we had needed proof of the physical and spiritual blows the Filipinos had suffered, it was revealed then in the appearance of the children. They marched in, not like youngsters, but like little robots. Then they saw us, President Osmena and his cabinet, General Fellers and former Vice-Governor Hayden, and they saw their teachers smiling. And what did those children do but burst out singing 'God Bless America.' Two and a half years are a long time in children's lives, but they had not forgotten the words.

"The Japanese had stressed the point that their curriculum must be taught in Japanese, and yet they had to use English to teach these children, General Romulo reports. The school teachers brought out of the earth the American school books they had buried there in tin cans. The words in those books had kept their strength below the captive earth, for they were the words that had held the source of freedom and of loyalty, first to America and then to the Philippines. The Japanese could not put those words behind barbed wire nor make them die. They lived and are still alive—on Leyte, Luzon, Mindanao—with the ideals they made live in these places that held them, along with all the other Philippine Islands, to America."

English Children Attend Courses on United Nations

The Council for Education in World Citizenship arranged a short course for English school children at the Godolphin and Latimer school in Hammersmith, London, to teach the life and culture of the United Nations. Poland was the first subject and future conferences will be devoted to Czechoslovakia, the United States, and other countries. During the two days there were seven lectures, dances by the Polish stars, Alicja Halama and Czeslaw Konarski, and a concert of Polish music.

LAWS, RULINGS AND OPINIONS

Education Bills Introduced

To date the following public bills relating specifically to public education have been introduced in the General Assembly:

S.B. 12. Pittman and others. "To increase the salaries of all teachers and principals in the public schools of the State for the last four months of the present school year." (Would increase salaries of all teachers and principals in public schools in amount equal to ten percent of present base pay plus war bonus, for last four months of 1944-45 school year.) Sent to Committee on Appropriations.

S.B. 20. Penland. "To require that the teachers, principals and superintendents in the public schools serving in the armed and auxiliary forces of the United States be allowed credit for experience increments during the period of such service." (As title indicates, would apply to those who left their positions for the armed forces after September 16, 1940, and who return to service in the public schools within two years after an honorable discharge.) Sent to Committee on Education.

H.B. 58. Bridger. "To amend Section 20-218 of the General Statutes of North Carolina relating to the examination of school bus drivers." (Would permit school bus drivers to be examined by a representative designated by the Commissioner of Motor Vehicles as well as by members of the Highway Patrol.) To Roads.

S.B. 5. Price and others. "To make supplemental appropriations for the State's departments, bureaus, institutions and agencies, and for the specific purpose of continuing the war bonus for public school teachers and other State employees for the period from January 1, 1945, to June 30, 1945." (As title indicates, extends war bonus enacted by the 1943 Legislature, which expired December 31, 1944, at the same rates.) Same as H.B. 2, which was ratified January 10.

S.B. 21. Hodges of Buncombe. "To make appropriations for the maintenance of the State's departments, bureaus, institutions and agencies, and for other purposes." (The Budget Appropriation Bill for the Biennium 1945-47, would fix appropriations. See elsewhere in this publication for proposed appropriations for education.)

H.B. 44. Stoney. "To amend Subsection 3 of Section 135-3, and paragraphs (b) and (c) of Subsection 2 of Section 135-5 of the General Statutes of North Carolina relating to the Teachers' and State Employees' Retirement System." (Would (1) permit an employee who had left the service and withdrawn his accumulated contributions to again become a member upon reentering the service upon repayment by him of the amount of the withdrawal plus interest from the date of withdrawal to the time of payment; (2) provide for pensions based upon joint contributions up

to age of retirement, equal to annuity allowable at age of retirement, rather than at age 60 as at present.) To Judiciary No. 1.

S.B. 58. Matheny and others. "Fixing a minimum monthly salary schedule for the teachers in the public schools of the State and appropriating the necessary funds therefor." (Would leave beginning salaries as they are in the appropriations bill but increase and equalize experience increments so that a teacher would receive a \$5 increase in salary for each year of service, except that holders of G certificates would receive a \$10 increase after ten years and holders of A certificates after eight years. The salaries of holders of graduate certificates would begin at \$150 and reach a maximum of \$200; Class A, \$125-\$175; Class B, \$110-\$140; Class C, \$100-\$125; Elementary A, \$90-\$110; Elementary B, \$80-\$95; Non-standard, \$75. Enacts foregoing as a minimum schedule and appropriates a sufficient sum to carry it out.) To Appropriations.

H.B. 72. Hatch, McDonald and others. "Fixing a minimum monthly salary schedule for the teachers in the public schools of the State and appropriating the necessary funds therefor." (Same as S.B. 58.) Sent to Education.

H.B. 86. McDonald. "To amend Section 347 of Chapter 136 of Public Laws of 1923, as amended, relative to the compulsory school attendance law, so as to raise the compulsory school attendance law to age sixteen." (As title indicates, would raise age from fourteen to sixteen.) To Education.

S.B. 59. Matheny. "To amend Section 347 of Chapter 136 of Public Laws of 1923, as amended, relative to the compulsory school attendance law, so as to raise the compulsory school attendance law to age sixteen." (Same as H. B. 86.) To Education.

H.B. 89. Sellars. "To provide for nine days sick leave for teachers and principals in the public schools, amending the School Machinery Act, Section 115-370 of the General Statutes." (Would direct State Board of Education to make provision for nine days sick leave, instead of provision for five days sick leave in its discretion, as at present.) To Education.

S.B. 64. Matheny. "To amend Section 115-351 of the General Statutes of North Carolina fixing the term of employment and salary of principals in the public schools of the State." (Would provide for the employment and payment of principals for ten months instead of nine as at present. State Board of Education authorized to say how the extra month shall be divided and to fix duties.) To Education.

H.B. 113. McDonald and Powers. "To amend the compulsory attendance law, increasing the school attendance age to sixteen years, amending Section 115-302 of the General Statutes." (Would raise the compulsory school attendance

age to fifteen for the year beginning July 1, 1945, and to sixteen thereafter.) To Education.

H.B. 114. McDonald. "To amend Section 115-351 of the General Statutes of North Carolina, fixing the term of employment and salary of principals in the public schools of the State." (Would provide that principals be employed for terms of ten months and be paid on the basis of ten months' service, the State Board of Education to prescribe what portion of the extra month shall be served before the opening and after the close of the school year and to fix the duties to be performed during that month.) To Education.

H.B. 124. Ramsay, McDonald and Uzzelle. "To amend Section 115-371 of the General Statutes of North Carolina relating to the age children must attain to be entitled to enrollment in the public schools." (Children reaching the age of six by December 31 of the school year, instead of October 1 as at present, would be entitled to enroll.) To Education.

H.B. 136. Stoney. "To amend paragraphs (b) and (c) of Subsection 2 of Section 135-5, of the General Statutes of North Carolina, relating to the Teachers' and State Employees' Retirement System." (Would continue State's contributions to retirement fund until actual retirement, instead of up to age, and provide that pension shall be computed on that basis. Applies also to holders of prior service certificates.) To Judiciary No. 1.

H.B. 137. Stoney. "To amend Subsection 3 of Section 135-3 of the General Statutes of North Carolina relating to the Teachers' and State Employees' Retirement System." (Would permit a member who withdraws his accumulated contributions and later returns to State employment to regain his former status in the system by repaying the amount withdrawn, with interest.) To Judiciary No. 1.

H.B. 139. Whitfield and Gobble. "To fix minimum salaries of teachers in the public schools of the State and to provide a war bonus in addition thereto." (Would provide a minimum salary schedule for next biennium within the following ranges: G2 to G11, \$143 to \$179; A0 to A9, \$125 to \$162; B0 to B6, \$110 to \$132; C0 to C5, \$100 to \$116; Elementary A0 to Elementary A4, \$90 to \$103; Elementary B0 to B3, \$80 to \$92; Non-standard, \$75. (Would also provide a war bonus of \$10 per month in all grades.) To Education.

H.B. 158. Umstead and others. "Providing for the appointment of a commission to study and report upon the payment of teachers, based upon the ability of the individual teacher." (Governor authorized to appoint commission of seven to investigate and report to next General Assembly as to methods by which compensation may be based upon merit. No compensation allowed, but actual expenses to be paid from Contingency and Emergency Fund.) To Education.

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin,
February, 1940)

According to surveys made in other states, it is estimated that there are in North Carolina approximately 99,000 school children with defective vision, and that the parents of approximately 33,000 of these children are unable to provide needed medical care.

Twenty-eight administrative units are now participating in the State-aid program of adult education.

The State Department of Public Instruction, through its school library adviser, attempts to serve the school people of the State in solving their library problems.

A number of the administrative units have issued handbooks, bulletins or guides, in duplicated form, for their teachers and principals.

15 Years Ago

(Biennial Report, Superintendent of Public Instruction, 1928-1930)

The enlargement of administrative units, in my opinion, would add greatly to the efficiency of the public school system, and make it possible to do the administrative work with the expenditure of many fewer dollars. The reduction in the number of systems would facilitate the introduction of business principles into the operation of the schools. The reconstruction of the administrative machinery along many lines is necessary if the schools are to be operated along the lines of sound economy.

30 Years Ago

(Biennial Report, Superintendent of Public Instruction, 1914-1916)

DEPARTMENT OF PUBLIC INSTRUCTION
J. Y. Joyner, Superintendent of Public Instruction.

W. H. Pittman, Chief Clerk.

A. S. Brower, Statistical Secretary,
Clerk of Loan Fund.

E. E. Sams, Supervisor of Teacher Training.

N. W. Walker, State Inspector of High Schools.

L. C. Brogden, State Agent, Rural Schools.

N. C. Newbold, State Agent, Rural Schools.

T. E. Browne, Agent, Agricultural Extension.

Miss Anne Travis, Stenographer.

W. C. Crosby, Secretary, Community Service Bureau.

RECOMMENDATIONS

I. *The Establishment of a State Board of Examiners and Institute Conductors*, to establish a uniform standard, scholastic and professional, for the certification of all public school teachers.

II. *The Appointment of An Educational Commission*, to make a thorough study of the school laws and the entire educational system of the State.

III. *County Boards of Education*. A plan that will remove the selection of

Set An Example!

I'd rather see a sermon

Than to hear one any day;

I'd rather one should walk with me

Than merely show the way.

The eye's a better pupil,

And more willing than the ear;

Fine counsel is confusing,

But example's always clear.

And, best of all the preachers

Are the men who live their creeds;

For to see good put in action

Is what everybody needs.

I soon can learn to do it,

If you'll let me see it done;

I can see your hands in action,

But your tongue too fast may run.

And the lectures you deliver

May be very fine and true,

But I'd rather get my lesson

By observing what you do.

For I may misunderstand you

And the high advice you give,

But there's no misunderstanding

How you act and how you live!

—ANONYMOUS.

county boards of education . . . farthest from political and factional influences.

IV. *County Supervision*. I, therefore, recommend for more efficient supervision.

V. *Increase—State Appropriation for Rural High Schools*. I urgently recommend an increase of at least \$25,000 annually in the State appropriation for rural high schools.

VI. *Compulsory Attendance*. I recommend that the compulsory attendance law be amended so as to extend the compulsory attendance age from 12 to 14 years, and so as to strengthen the provisions for its enforcement.

VII. *Health Instruction and Medical Inspection*. I recommend an amendment to . . . the Public School Law that shall (provide) for health instruction and medical inspection of the children of the public schools.

VIII. *Increase in Salaries of Clerks and Stenographer*. I earnestly and urgently recommend an increase of the salary of the stenographer of the Department . . . and . . . the salaries of the Chief Clerk and of the Statistical and Loan Fund Clerk.

Poetry Anthology Includes North Carolina Schools

The National High School Poetry Association has announced that the following North Carolina schools are outstandingly represented in the fall semester section of the Annual Anthology of High School Poetry: Lexington High School, New Bern High School and Roanoke Rapids High School.

The spring semester closing date for the acceptance of manuscripts for this annual anthology is March 25th. All high schools are invited to submit entries for publication. Students' work may be sent to the Association, 3210 Selby Ave., Los Angeles 34, Calif.

FROM THE PRESS

Durham. A postwar educational planning council, sponsored by the city board of education, will be perfected at a meeting of the members Thursday night, January 11, at 6:45 o'clock in the Home Economics Cottage on the Durham High School campus.

Rocky Mount. Under the direction of the State Department of Public Instruction a health conference will be conducted at 3:30 Friday afternoon (January 5) in the Rocky Mount High School auditorium for the purpose of discussing in general the total high school health program, according to R. M. Wilson, superintendent of the city schools.

New Hanover. The New Hanover County unit of the North Carolina Education Association and representatives from the Brunswick, Columbus and Pender County organizations met yesterday (January 3) with two field representatives from the N.C.E.A. headquarters in Raleigh to discuss local unit report, professional service projects, legislation and public relations.

Henderson. About forty school officials, principals and teachers from Vance, Warren and Granville counties attended the health education conference held yesterday afternoon (January 4) at Henderson High School.

Granville. County School Superintendent B. D. Bunn yesterday (January 8) directed an urgent appeal to district school officials, janitors and teachers to do their utmost to conserve fuel.

Hoke. "Effective education needs leadership," said Mr. C. W. Phillips, President of the North Carolina Congress of Parents and Teachers, in a talk to the Hoke-Raeford P.T.A. Monday night, January 1, at the Hoke County High School; and he added that North Carolina cannot keep competent leadership in her schools unless the teachers receive decent wages."

Salisbury. Miss Genevieve Keller, a reading specialist from Chicago, will be in Salisbury Thursday and Friday (January 11-12) to lead a reading workshop conference at the city schools.

Alamance. One of the biggest KP jobs on the home front is undertaken five days of every week by Miss Olie McBane, graduate dietitian, who directs the feeding of about 900 energetic and hungry school children at the Graham School Cafeteria.

Davie. The countywide health program for the schools of Davie County is now under way and will continue through the spring term.

Rowan. Results of recent reports by principals of county high schools show Rowan school libraries measure up excellently to State standards, it was announced to the principals in a meeting Thursday morning (January 18) by Supt. S. G. Hasty.

**NORTH CAROLINA
PUBLIC SCHOOL
BULLETIN**

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EASTER SEALS PROVIDE A BETTER WORLD FOR CRIPPLED CHILDREN

MARCH 1945
Vol. IX » No. 7

In This Issue . . .

| | PAGE |
|---|------|
| State Superintendent's Letter..... | 2 |
| Editorial Comment | 3 |
| Cover Picture (box) | 2 |
| Coronet Shows How Happiness Charts Can Help Children Become Well Adjusted Adults | 4 |
| Naval Radar Training Open to High School Graduates..... | 4 |
| Aid for Citizenship Week..... | 4 |
| Board Adopts Resolution Denying Report Circulated As to Use of Funds | 5 |
| Penn State Announces Institute on Reading Instruction..... | 5 |
| Approximately \$45,000,000 Spent for Operating Schools | 5 |
| Textbook Adoptions Are Authorized by State Board | 5 |
| April 14 Set for Pan-American Day (box)..... | 5 |
| Senator Hoey Favors Federal Aid for Education | 5 |
| "Where There's a Will There's a Way"..... | 6 |
| New Slidefilms Are Now Available..... | 6 |
| Audio-Visual Institute Held This Month..... | 6 |
| Forms for Requesting Fuel Sent to Schools..... | 6 |
| Parents Sent to School..... | 6 |
| Superintendents Present Views on Military Training..... | 7 |
| U. N. C. Provides Veterans Guidance Center | 7 |
| U. S. Chamber of Commerce Has Found That Good Education Is Good Business..... | 7 |
| National Negro Health Week to Be Observed | 7 |
| State School Facts..... | 8-9 |
| Study Shows South Lags in Higher Education | 10 |
| Aid in Merchandising Training is Offered by State Department | 10 |
| Mr. Wallace Defines Eighth Economic Right | 10 |
| 260 Honorable Mention Winners' Names in Fourth Science Talent Search..... | 10 |
| FCC Allocates 20 FM Channels to Education.... | 10 |
| Directors of Health and Physical Education Present Recommendations for Program of Health, Physical Education and Recreation.. | 11 |
| Supt. Erwin Calls Attention to "Nationwide Brake Emphasis Program" | 11 |
| Schools Urged to Plant Gardens..... | 11 |
| State Board Adopts Report on Negro Education | 12 |
| Bolivia Principal Uses Novel Wording in Ad for Teacher | 12 |
| Teachers' Salaries for Next Biennium Agreed Upon | 13 |
| Information On Canada Available from Washington..... | 13 |
| Supt. Erwin Honored by National Associations | 13 |
| Office Goings On | 13 |
| International Education | 14 |
| Laws, Rulings and Opinions..... | 15 |
| From the Past | 16 |
| Are You Educated? (box)..... | 16 |
| Egypt: Rural Schools | 16 |
| From the Press..... | 16 |

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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MARCH, 1945

No. 7

STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

March 10, 1945.

To the Superintendents, Principals, and Teachers:

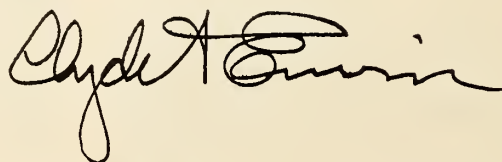
The law provides that school committees for each of the districts shall be appointed biennially at the first regular meeting during the month of April. With the approval of the State Board of Education, however, committees may be selected to serve for a term of three years after the initial years providing for staggering terms of members one third at a time have passed.

The local district committee has a number of important duties, some of which are prescribed by law, whereas others are not. One of the most important duties of the committee is to elect the principals for the schools of the district, and also the teachers upon nomination of the principal, each subject to the approval of the county superintendent and the county board of education. The local school committee is also by law entrusted with the care and custody of all school property in the district. The committee, together with teachers, principals and superintendents, is also charged by law with the duty of obeying the rules and regulations of county boards of health for the protection of health in the district.

In addition to these legal responsibilities, the local school committee is regarded as the local stabilizing force, the local board of directors if you please, who has the interest of public education at heart at all times. The law says that "Each school committeeman shall be a person of intelligence, of good moral character, and of good business qualifications, and known to be in favor of public education."

In my opinion, a good school committee is basic to a good school. Intelligence and wise judgment must be utilized by such officials in the exercise of their most important duties. They, therefore, in turn should be selected with a great deal of care and forethought. A board of education has no more important duty than the selection of members of school committees.

Very truly yours,



State Superintendent of Public Instruction.

EDITORIAL COMMENT

Good Education Is Good Business

We are presenting an article in this number of the BULLETIN which tells about how the U. S. Chamber of Commerce has found out from a study of its own that good education is good business. The Chamber has actually proved this to be a fact from records which it studied concerning adult education levels as they relate to their earnings, the rent they paid, retail sales, telephone service and magazine circulation. In each case it was found that persons with more schooling earned more money and consequently paid higher rents or owned homes with higher rental values and bought more goods and services. In other words, the more education persons have, the better business conditions are in the area in which they live.

Having established this fact, the Chamber then asks the pertinent question: Do businessmen interest themselves in upgrading the educational level of their communities? Since a higher level of education does produce better business, as the Chamber has proven and which educators have contended for years, then it would seem that *all* businessmen would support any program looking toward the improvement of the public school opportunities of the State.

For example, increasing the salaries paid teachers works two ways in the production of good business. In the first place, a better teacher will eventually be obtained; such a teacher in turn will tend to impart a higher type of instructional service, thus creating an upgrading tendency in the educational level of the State. In the second place, the increase paid teachers will be spent in goods and services. The possible expenditures that teachers would make provided they had more buying power have by no means reached a saturation point. There are many desired articles that teachers would buy if they had more money. Therefore, increased salaries would increase the business of the State.

Expenditures for upgrading the level of education in a community might take still other forms. Provision might be made for broader opportunities for many youths who are not now encouraged or do not have the financial ability to continue with their education after the completion of high school. In other words, the way to raise the standard of living in a community is to raise the level of education of that community. We must raise the character, the health, and the intelligence of the people if we are to have post-war prosperity—good business conditions.

Grade Survivals

We wish to call attention to the *State School Facts* section of this publication for this month. Here the figures on enrollment by grades, sepa-

ately for the races, are presented for a number of recent years.

An examination of these two tables will convince anyone that there is a better distribution of pupils according to grades now than was the case years ago. These figures prove, it seems to us, that public education has improved considerably and is still improving in this respect, even though in recent years the war has affected grade distribution, especially in the upper grades.

Grade survivals, it will be noted from Table I, are much higher for both races. The second grade white enrollment of 1924-25 was only 63 per cent of the 1923-24 first grade enrollment. The 1943-44 second grade enrollment, however, was 87 per cent of the 1942-43 first grade. Survivals of other grades show similar increases. In like manner, increases in the percentage of grade survivals of Negro children are also in evidence.

These facts indicate that the results obtained in the schools of today are much better than the case twenty years ago. It may be expected that the situation in this respect will improve still further, since the full effects of the inauguration of the nine months State-wide school term in 1943-44 have not been felt.

Education for Better Diet

If the Earl of Sandwich were alive today, he would soon learn that his namesake, the still popular, sandwich, is not mentioned very often by dietitians, home economists, and other leading exponents of well-balanced diet. Not that the sandwich does not contain elements of a good diet, but the fact that too many people utilize the sandwich as a complete diet without getting enough of the different kinds of nutritional elements necessary for the body, is the reason sandwiches are not named. It would be pretty difficult to make a vegetable sandwich, so nutritionists talk in terms of calories, vitamins, green and yellow vegetables, enriched or whole grain cereals and bread, protective foods, balanced diet, etc., rather than a par-

ticular form in which food is served.

But what we started to point out is that all teachers, not just the teacher of home economics, should coöperate in educating the present school generation as to the dietary needs of the average person.

Although food supplies are not as plentiful as they have been in the past, the American people as a whole have never used our food supplies as intelligently as we might have. A recent study of family consumption of food revealed that 35 per cent of us had diets classed as poor, 38 per cent fair, and only 27 per cent had diets classed as good. A large number of people, four out of ten, think that they are getting the proper foods that produce good health. Furthermore, it has been estimated that thousands of people live on inadequate diets and consequently suffer from various degrees of malnutrition.

Colonel Leonard G. Rountree, chief of the medical division of Selective Service, has estimated that one-third of all the men rejected for army service have ailments due directly or indirectly to nutritional deficiencies. He states that "Instead of a country of rugged, virile men, we have a lot of 5-D's — defective, disabled, deficient, disordered and diseased."

This is a disgrace in a land of plenty.

The schools should assume a larger part in the education of the public in proper food requirements. The P.T.A. in every community should devote as much time as necessary to acquaint their members with what is meant by "malnutrition," "poor diets," "daily food requirements, and such other information that will increase our knowledge of the various aspects of nutrition." Homemaking clubs are doing a fine job in this respect. The child feeding program and the lunchrooms and cafeterias provided in many schools of the State are improving the situation. But the provisions for better eating facilities in the schools are not as widespread as they should be. Many more schools should take advantage of the feeding programs or provide lunchroom facilities. Not only should such provisions be made; the facts as to proper nutrition should be given to every boy and girl in school.

Educational Freedom Challenged

The action of music boss Petrillo in banning school bands and orchestras from the network broadcasts of the nation violates the whole concept of democratic freedom which we as educators are trying to instill into the minds of present day children. If this action is allowed to stand without challenge by the educational forces of this country, it means that our freedom to teach democracy as a practical possibility no longer exists.

What moral right has Mr. Petrillo to say what musical program shall be
(Continued on page four)

Cover Picture

These two handicapped boys look forward to a useful and happy career because a part of America's global strategy is that of giving everyone a chance to make the most of his life. The annual Easter seal sale, which is now in progress, is sponsored annually by the North Carolina League for Crippled Children, Chapel Hill. will help give such opportunities to crippled children throughout this State. Every little we do will help to keep democracy—and its policy of equal rights—working at home.

Coronet Shows How Happiness Charts Can Help Children Become Well Adjusted Adults

The teacher who helps a child get along with his classmates aids the child to prepare for life just as much as the one who teaches him reading, writing and arithmetic, declares an article in the February issue of *Coronet* magazine. The article explains the use of the sociometric chart in giving a teacher a picture of the social structure of her classroom.

"You are sitting now," the children were told, "as the teacher wanted you to sit. If you could choose, whom would you want as your two nearest neighbors?" The answers to this simple question, as pictured by the chart, were revealing. Four popular children, Eunice, Ruth, Danny and Ernie, appeared. In striking contrast, Al was completely isolated, choosing no one and chosen by none of his classmates. He said he wanted to sit by the teacher. A quartette and a trio of girls isolated from the rest turned out to be cliques.

In a later charting, the quartette had endured . . . became, in fact, the nucleus of a larger group of friends centered around Rosalyn, a sociable child. This was because the quartette was a little fellowship, open to newcomers and capable of expansion and development. The trio had disbanded at the time of the second chart. Its original members were three little girls who, to escape the shame of being chosen by no one, agreed by means of sign language to choose each other. They tried to keep their alliance exclusive . . . and because of this, began to feel the artificial character of their association. So they disbanded, says *Coronet*.

Between the two chartings, the class had engaged in activities that brought on the changes in the second test. Eunice, the popular child, had been elected president of the class. Rosalyn was chosen star of the class show and this increased her popularity. A small group of three boys produced a puppet show, thus drawing collaborators to their side.

The teacher, too, by diagnosing the chart's results, was able to suggest some of the new changes. Through her guidance, the isolated members of the group were helped by calling attention to their attractive qualities which may not be known to the others. Or she gave little individual assignments to these isolated members, emphasizing their usefulness and their good points. Or, when none of these things seemed to help, she saw to it that Jewel, a child unchosen by any member of the group, was subjected to the puppet diagnosis. The children were told they could play, with puppets, whatever character they chose. Jewel chose to play THE UGLY PRINCESS and the way she played this part made it clear to the psychologist that the Ugly Princess was Jewel herself whom "nobody loved." Investigation disclosed that both parents worked and that the child had little of their companionship. This was cleared up and Jewel became a happier child.

Thus, by showing children the road to happiness in school days, *Coronet* concludes, teachers of America are doing their parts to build an America that sings.

Naval Radar Training Open To High School Graduates

A list of subjects to be studied in preparation for the Eddy aptitude test, which determines the aptitudes of each applicant for radar training, was re-

cently announced by Lieut. W. W. Templin, Jr., Navy recruiting and induction officer for the State. A knowledge of these subjects will be helpful to those students who wish to apply for this naval training. They are:

Mathematics. (1) Arithmetic—be able to employ the fundamentals of addition, subtraction, multiplication, division, with special reference to fractions, decimals, roots, ratio, proportion and percentage; (2) algebra—equation solution up to quadratics, exponents, and algebraic fractions.

Physics. The general principles and application of the laws of: heat, light, sound, mechanics and magnetism.

Electricity. (1) Simple direct current circuits; familiarity with various terms, definitions, general laws and types of circuits, and an understanding of the practical application of such terms as voltage, amperage, capacity, resistance, wattage, etc.; (2) the elements of A. C. electricity.

Radio. Nomenclature of commonly used parts, broad principles of transmission and reception of radio waves, and the vacuum tube theory.

Shop practice. Use of common hand tools, including hacksaws, drills and files; soldering; precision instruments, micrometers, calipers, gauges, etc.

The Eddy test may be taken by making application at the nearest Navy recruiting station. Persons found qualified may be enlisted as seamen first class (radio technician), and sent to a naval training center for indoctrination and then to school to study mathematics, fundamental electricity, radio and shop practice, and electronics. Upon completion of the course they will be given a rating and sent to the fleet for an important assignment.

After the war persons having taken this training will be well qualified for many key positions in such fields as television, industrial electronics, broadcast radio, aircraft radio and many other like fields.

EDUCATIONAL FREEDOM CHALLENGED

(Continued from page three)

broadcast and what shall not? If he has the legal authority to control the air waves on this point, then this authority should be removed immediately. There is no good reason why educational institutions should not be permitted to broadcast their musical programs over the net work broadcasts. The bill introduced last May by Senator Vandenberg should be reintroduced in Congress now in session and enacted into law as speedily as possible. Educators favoring the passage of this bill should write their Congressmen, urging them to support this bill. Our educational freedom has been challenged; we should meet that challenge NOW!

1 Out of 300

Only one student of the top 300 boys and girls who participated in the fourth annual Science Talent Search, sponsored by Westinghouse Electric and Manufacturing Co., was from North Carolina. That one was Walter

Isaac Goldberg from the New Hanover High School, Wilmington, who was among the 260 Honorable Mention Winners. The top forty finalists attended a five-day Science Talent Institute in Washington early this month in competition for the highest wards.

What we started out to say was that North Carolina did not have her proportionate share in boys and girls who participated in this search. We should have had at least six persons as participants. Of the top 40 participants 15 were from New York, 6 from Illinois, 5 from Wisconsin, 2 each from Nebraska and Pennsylvania, and 1 each from Arizona, California, Michigan, Missouri, New Jersey, Ohio, Oregon, Rhode Island, Tennessee, and Virginia.

Only two of these states are in what is known as the South. All the others were from the Northeast, the Middle West and the West. If this is any indication of the extent to which the schools of the South are providing scientific instruction, then it may be said that the results do not look so good for North Carolina and the other states in the South.

Aid for Citizenship Week

Citizenship Program Aids: A Coöperative Project is the title of a new 72-page pamphlet issued by the Office of Educational Services of the Immigration and Naturalization Service in co-operation with the NEA Committee on Citizenship. This pamphlet includes selections on Americanism, both in poetry and prose; several creeds and oaths found effective in citizenship ceremonies; quotations from foreign-born American citizens; and sample programs, illustrating the scope and patterns of successful ceremonies. The introduction calls attention to the origin and purpose of these ceremonies and the place of the public schools in community recognition of citizenship. It will be helpful in connection with Citizenship Week ceremonies which may center around the third Sunday in May which has been officially designated by Congress as Citizenship Recognition Day. Available for 15 cents from the Superintendent of Documents, Washington, D. C.

Board Adopts Resolution Denying Report Circulated As to Use of Funds

A resolution denying the report circulated among members of the General Assembly and published in several newspapers of the State that the State Board had used funds during 1943-44 appropriated for school buses for the purpose of granting an increase of \$2 per month to the school teachers of the State was adopted by the Board at its February 8th meeting.

The complete resolution is as follows:

"Whereas, there has been a report circulated among members of the General Assembly and published in certain newspapers of the State to the effect that the State Board of Education used moneys during the school year 1943-44 appropriated for the purchase of school buses, for the purpose of granting an increase of \$2 per month to the school teachers in the public schools of the State, and

Whereas, the slight increase provided was from unexpended instructional service funds actually available under State appropriations for such purpose for the year 1943-44, and

Whereas, the action was taken after consultation with and approval by the Attorney General's office as to its legality;

Now, Therefore, Be It Resolved: That the Board wishes to brand the report as absolutely false, and to state that at no time has this Board used any funds except in accordance with law."

Penn State Announces Institute on Reading Instruction

The reading clinic staff, school of education, Pennsylvania State College, State College, Pa., is sponsoring a one-week institute on reading problems in elementary and secondary classrooms, June 25 to 29, 1945. *Differentiated Reading Instruction* is the general theme. One day will be given to each of the following topics: reading readiness, discovering reading levels and needs, children's literature, developing basic reading skills and abilities through the use of current events materials, and approaches to differentiated reading instruction. These topics will be developed by means of lectures, demonstrations, and informal discussions.

The program has been differentiated to meet the needs of elementary, secondary, special class reading, and speech teachers and supervisors. In addition, special sessions will be conducted for supervisors, administrators and school psychologists. The program for the institute has been planned in cooperation with the following national organizations: American Speech Correction Association, Association for Childhood Education, Department of Elementary School Principals, Department of Supervisors and Curriculum Directors.

Approximately \$45,000,000 Spent For Operating Schools

A total of \$44,773,368.66 was spent during 1943-44 for the operation of the public schools, it was learned from a recent compilation of expenditures from the local funds in the various administrative units. It was found from this tabulation that \$7,804,619.97 was expended from local funds, which sum added to the total expenditure from State funds of \$36,968,748.69 made the total given.

These expenditures do not include amounts spent for debt service or capital outlay.

The current operating expenditure by objects from State and local sources were as follows:

| | State | Local | Total |
|-----------------------------|-----------------|-----------------|-----------------|
| General control | \$ 1,017,774.77 | \$ 357,415.53 | \$ 1,375,190.30 |
| Instructional service | 31,428,462.25 | 3,754,196.91 | 35,182,659.16 |
| Operation of plant | 1,890,016.67 | 558,100.06 | 2,448,116.73 |
| Maintenance of plant | | 1,610,558.54 | 1,610,558.54 |
| Fixed charges | 12,636.06 | 636,691.79 | 649,327.82 |
| Auxiliary agencies | 2,619,868.97 | 887,657.14 | 3,507,516.11 |
| Total | \$36,968,748.69 | \$ 7,804,619.97 | \$44,773,368.66 |

Upon a percentage ratio these figures reveal that 82.6 per cent of each dollar spent came from State funds, whereas 17.4 cents out of each dollar was from local funds.

Textbook Adoptions Are Authorized by State Board

Textbook adoptions in basal mathematics, grades one through 12, and in basal reading, grades one through three, were authorized by the State Board of Education at its regular meeting on January 23.

The first step in this proposed adoption will be the naming of appropriate textbook committees to whom sample books are to be sent. Under the law the Governor and the State Superintendent of Public Instruction must appoint an elementary textbook commission to prepare a multiple list of books for the elementary grades in the subjects considered and a State committee on high school textbooks to prepare the lists covering high school texts, in the fields for which adoptions are authorized.

The lists prepared by these committees are then submitted to the State Board of Education, which body under the law adopts the books to be used in the public schools and makes the contracts with the publishers for furnishing them to the Division of Textbooks for distribution to the various schools.

NOTE: Since the above was written a new textbook law has been enacted which changes the procedure. See April number of this publication.

Senator Hoey Favors Federal Aid for Education

Senator Clyde R. Hoey issued a statement recently in which he declared that he favors the Federal aid to education bill now before Congress as long as the provision forbidding the Federal government to regulate or control the State school systems remains in the bill. If this provision were withdrawn, he stated that he would oppose the bill.

If the bill is passed, Senator Hoey predicted that North Carolina and other states where the need is very great will benefit tremendously. "Not only will it give greater opportunity to Tar Heel school children," he stated, "but it likewise will help in the matter of increasing teachers' salaries and making other provisions for the maintenance of comparable educational advantages to those now enjoyed by the more favored states in the union."

"North Carolina long has followed this policy," he continued. "We adopted a state system of schools and first provided an equalizing fund so that the schools in the least prosperous counties would have the same measure of support as the schools in the thickly populated and wealthy counties. This bill in Congress will apply the same practice to the several states so that children in any part of the United States would have adequate educational facilities and opportunities."

"The bill definitely excludes any right of the Federal government to regulate our public school system. That is a vital part of the measure."

April 14 Set for Pan-American Day

April 14 has been set aside for the observance of the 15th anniversary of Pan-American Day by the governments of all the American republics to emphasize the political, economic and cultural unity of the nations of the Western Hemisphere. The theme selected for this year's observance is "The Peoples of America; Independent — Interdependent; Neighbors in a World of Neighbors."

To assist groups planning to observe Pan-American Day, the Pan-American Union—the international organization of the 21 American republics in Washington, D. C.—offers a list of material, some free and some at low cost, which may be obtained by writing that organization. Many libraries also have materials that have been prepared in previous years by the Pan-American Union.

"Where There's a Will There's a Way"

The principal of the Wayside Elementary School in Iredell County, Mrs. Blanche S. Reitzel, recently wrote a letter to the State Department of Public Instruction which not only proves the saying "where there's a will, there's a way"; this letter also indicates the value of State supervision of the public schools and at the same time presents an illustration of where with "coöperation" good results may be obtained.

The letter from Mrs. Reitzel is to Miss Hattie Parrott of the State Department; it reads as follows:

"Dear Miss Parrott:

"I am sure a business letter would never be as long as this; so I will dispense with business and give way to enthusiasm. First, I wish I could tell you how much your visit to our school last fall has meant to me. It was a real day of "in service" training for me. You left us with a knowledge of what was needed, and a real determination to meet those needs.

"I wish you could see our nice bulletin boards—twelve of them. We have three large ones in the hall, one large one in the library, and the others are in the classrooms. They are all four feet wide, with the length depending upon the wall space.

"I appreciated the pattern for the easels. We now have one for each classroom and the children enjoy them so much. One of our teachers is most interested in art, and gives special art periods for pupils from other grades.

"For some time we have used pen and ink in teaching writing in the fifth and sixth grades.

"The library requirements have been exceeded in every classification, and we also have a new unabridged dictionary. I ordered the two books on handwork by Newkirk, which you suggested, and we find them most helpful. The tools for handwork, which were lacking when you were here, have been bought and we also have a work table.

"The necessary maps have been secured. The Cumulative Record folders are in use in the primary grades. By using them for each new first grade, they will soon be in use throughout the entire six grades.

"I must not forget to tell you that we have the display shelves which you suggested. Also a nice stand to hold charts for use in the first grade.

"You may be interested to know how we have been able to finance all this since October 25, because I remember telling you that we were entirely without funds at that time. The first money was made by picking cotton. Last fall all of the schools in this county operated on a short schedule. A farmer near the school building needed cotton pickers, and we teachers, together with pupils who did not have cotton to pick at home, picked enough to make \$50 for the school. Mr. Guy (the county superintendent) was so pleased with our efforts, that he gave us double that amount from county funds. Later in the fall we made a nice sum from a harvest festival. Everything in our school is entirely paid for.

"I felt that the carpenter work on the easels, bulletin boards, work table, etc., might be a problem. I felt that lumber and other materials were too expensive and too hard to get, to let our sixth grade boys cut into it. One night I issued a general invitation to the men of the community to come to a "working." The chairs were removed from the auditorium and they had a warm and well-lighted place to work. Enough men came to complete everything in one night, and put on the first coat of paint. Within three days from the time the materials were delivered, the finished articles were in use.

"It is quite evident that this accomplishment took plenty of thought, planning, and physical labor on the part of both pupils and teachers. Mr. Guy always helped us to see things through. His suggestions were worth as much as the financial aid we received through his interest. I am sure that we all understand better the saying, 'Where there's a will there's a way.'"

New Slidefilms Are Now Available

The Jam Handy Organization, 2900 East Grand Boulevard, Detroit, Mich., announces the immediate availability of the following slidefilm subjects: Properties of Metals (in two parts, 100 teaching pictures); The Four-stroke Cycle Internal Combustion Engine (two parts, 127 teaching pictures); Five Keys to Mathematics (one part, 46 teaching pictures); School Shop Teaching Techniques (with or without disc record, 35 teaching pictures); Drill Presses (two parts, 81 teaching pictures).

Audio-Visual Institutes Held This Month

During the week of March 12-17 a series of audio-visual institutes will be held in a number of the larger cities of the State, it was announced recently by Dr. J. Henry Highsmith, Director of the Division of Instructional Service for the State Department of Public Instruction. These institutions will be under the direction of Dr. H. A. Perry, assistant to Dr. Highsmith.

The schedule of meetings is as follows:

March 12—4 p.m.—Greensboro, Central Junior High School.

March 13—3:30 p.m.—Asheville, Lee Edwards High School.

March 14—3:30 p.m.—Charlotte, Central High School.

March 15—3:30 p.m.—Fayetteville High School.

March 16—3:30 p.m.—Greenville High School.

March 17—10 p.m.—Raleigh, Hugh Morson High School.

The daily program in each instance will be talks and discussions on the following topics: Putting Perceptual Aids to Work in the Classroom, How We Are Using Motion Pictures in Our Local School System, Operation and Maintenance of Projection Equipment, Preparing the Room for Projection, and Using Films in the Classroom. Opportunity will be given for informal meetings for small groups to get together for further instruction in projector operation.

Forms for Requesting Fuel Sent to Schools

Forms upon which the fuel needs of the public schools are requested were sent out early last month by C. W. Blanchard, of the Comptroller's office of the State Board of Education. "The forms and the plan of purchase," said Mr. Blanchard, "are the same as used for the last four years."

Because of the uncertainty of procuring coal, the superintendents were urged by Mr. Blanchard to return their estimates of coal needed for the next school year as quickly as possible. Requisitions for wood, it was stated, may be returned later.

Three plans of purchasing and hauling coal were outlined: (1) To be bought on general State contract and hauled with county trucks; (2) to be bought on general State contract and bids secured from local hauling contractors for hauling from railroad siding to school bins; and (3) to secure bids from local coal dealers for furnishing coal delivered to the bins.

Parents Sent to School

When children offend in San Francisco, parents are sent to school. Adopting the idea that usually it is parents who are delinquent rather than children, the San Francisco authorities have established a parental school to which parents are "committed." This is part of the terms of probation. The curriculum of the school, held once a week, covers such topics as: legal responsibility of the parent; parental responsibility for child health; parents' responsibility for maintaining an adequate recreational program; community facilities for recreation; school careers of children; the relationship of the church to the home; the child's emotional life; the importance of a job for children.

After a ten-month trial period, the course was included in the city's regular program of adult education.

Superintendents Present Views on Military Training

Opinions of superintendents throughout the nation on the question of military preparedness are presented in the December, 1944 number of the *NEA Research Bulletin*. The questionnaire circulated last May among these school administrators asked for their views not only in regard to the advisability of a program of military preparedness and the best ways for carrying out such a program; it also requested and secured their opinions as to an extensive system of camps for young people and a program of national service of nonmilitary character.

A summary of the various views on these questions are as follows:

1. Eighty-five per cent thought that there should be more extensive preparedness after the war than in previous years.

2. Forty-eight per cent felt that post-war training should be a combination of military, vocational, citizenship, camping and work experience.

3. Sixty-one per cent expressed the view that we should wait until after the war to decide whether to have military training.

4. Sixty-one per cent also were of the opinion that only boys should be subjected to military training, if and when it is approved.

5. Seventy-eight per cent thought that, if there should be camping programs, both boys and girls should take advantage of them.

U. N. C. Provides Veterans Guidance Center

The Veterans Administration Guidance Center for vocational advisement and guidance of ex-service personnel was opened at the University of North Carolina, January 1, 1945. This service is available for discharged personnel of the armed services at no cost to the ex-servicemen. A procedure is followed of getting information from the serviceman and from other sources and then setting up a vocational objective for him through the use of the available information, a comprehensive testing program, personal interview, and psychological counselling.

This service gives the ex-servicemen the benefit of modern testing devices and professional counselling, in the hope that it will enable him to set up a course of training for himself which will utilize his aptitudes to the greatest extent possible. In the case of veterans receiving rehabilitation help the Veterans Administration also arranges a course of training, in order to restore employability. Transportation and living expenses for the rehabilitation veteran are taken care of by the Veterans Administration. While the discharged serviceman who is not a rehabilitation case must provide transportation to and from Chapel Hill and expenses while there, no charge for the actual advisory and guidance service.

U. S. Chamber of Commerce Has Found That Good Education Is Good Business

The nation's businessmen might well be expected to give more attention and more financial support to the public schools, if an effort just begun by the U. S. Chamber of Commerce is endorsed by local chambers all over the country.

The U. S. Chamber of Commerce is attempting to show to businessmen that education is a good investment; that it is an investment in people which will pay off liberally.

First step is the publication of a report seeking to show that there is a direct relationship between economic status and the educational level of the people of our country.

The Chamber first looked at the facts concerning adult educational levels: enrollment in schools, current expenses of school systems, teacher salaries and sources of school funds. It then studied several indices of economic wellbeing and their relationship to schooling.

The businessmen found that:

1. Persons with more schooling earn more money.

Documentation: The Chamber studied 40,620 native white males in the north region of the United States. More than 50 per cent of those who had been in college for one year or more were earning \$5,000 or more. Thirty-nine per cent of those who had been in high school for one year or more were in the same earning brackets. But only 11 per cent of those who had eight years of schooling or less reached the \$5,000 income level.

2. Persons with higher education pay more rent for their dwellings or own homes with higher rental values.

Documentation: The Chamber studied 51,153 native white males, 35 to 44 years of age, in cities of 250,000 or more in one of the regions of the country. It found that the rents of \$75 and over were paid predominately by those who had been in college one year or more. Only 17 per cent of those who had eight years of schooling succeeded in reaching the \$75-a-month rental class.

3. Areas which maintain good schools and a high educational level

are also the areas of higher per capita retail sales.

Documentation: The Chamber found that the two states in which the median years of school completed range from 10 to 10.9 also have a per capita retail sales ranging from \$564 to \$420—among the highest in the country. On the other hand, states in which the median years of school completed is from seven to six, have retail sales of only \$120 to \$200 per capita.

4. Telephone service and magazine circulation are more widespread in areas which have a higher educational level.

Documentation: The 32 states which have the most widespread magazine circulation and the greatest concentration of telephone service also have the higher schooling levels of its citizens.

BUSINESSMEN'S QUESTIONS.

Having established that the demand for better homes comes from better educated people, the Chamber of Commerce asks: Does this fact support the interest of real estate and construction trades in upgrading the level of education within the community?

And since retail sales and education are shown to rise together cannot the consumptive capacity of the people be raised by the right kind of education?

Does the fact that wider magazine circulation is found in areas of higher education suggest the value of raising the educational levels of youth?

CONCLUSIONS.

On the basis of facts collected by the businessmen, the Chamber of Commerce concludes:

(1) That education is an essential instrument through which commerce, industry and agriculture can be expanded in rising degree.

(2) That since education has been and should continue to be a local function—at least on the state level—every community should ascertain its own educational status and economic condition, and set to work to utilize education as a lever for its own advancement. The local community should join in a similar state program.

(3) That the cost of adequate education is an investment that local citizens and business can well afford in increased measure, when related step by step to the improvement of local economic conditions.

The United States Chamber of Commerce's findings were made public in a report entitled *Education: An Investment in People*. It was compiled by the Chamber's Committee on Education, which is headed by Thomas Boushall, Virginia banker.

A very small supply of this report is available from the United States Chamber of Commerce, Washington, D. C., at 50 cents a copy.

National Negro Health Week To Be Observed

The 31st Annual Observance of National Negro Health Week takes place this year on April 1-8, it was recently announced by the National Negro Health Week Committee, U. S. Public Health Service, Washington.

This week, it is stated, is a period for emphasis and demonstration. "The National Negro Health Movement, a year-round service, is a clearing house for dissemination of health information to groups and agencies, colored and white, interested in conditions affecting the Negro, and for the stimulation of essential health facilities and the training, employment and integration of Negro personnel in the State and local agencies which render health and related services."

For other information write the National Negro Health Week Committee.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

Enrollment by Grades

The accompanying tables present the State enrollment in each grade for each school year of the period 1929-30 to 1943-44 and the grade survivals of each of the 1,000 first grade children enrolled for each of the years since 1923-24. These tables which are set up on a racial basis, will be discussed in their inverse order.

Table II

Prior to 1943-44 the public schools have been classified as follows: grades 1-7 as the elementary schools; grades 8-11, and 12 wherever such grade had been added, as the high schools. As will be noted this table indicates this division by the subtotal lines showing the enrollment in elementary and high schools.

White race. The number of white children enrolled in the public schools, as this table shows, varied over the period of years indicated from a peak of 620,415 in 1938-39 to 576,003 in 1943-44. In other words, since 1938-39 the total white enrollment decreased 44,412. Prior to 1938-39 and beginning with 1930-31 there was an increase of 33,258 in the total white enrollment.

The number of pupils in the total elementary grades varied also during the period considered, from 505,589 in 1929-30 to 437,230 in 1942-43. In view of the fact that the eighth grade was classified in the elementary school in 1943-44, this year's elementary enrollment should be interpreted in the light of that fact. A definite trend downward in the enrollment in grades 1-7 is noticeable after 1932-33, when there were

trends in the enrollment in these several high school grades since 1939-40 and 1940-41 are definitely downward. These trends are in the main due to war conditions, some actually entering war services of one kind or another and others entering war industries or employment of other kinds. The effect of the introduction of the 12-year program in 1942-43 has not been fully realized as it applies to the twelfth grade enrollment of 1943-44.

In the elementary grades, it is apparent that the distribution of enrollment was much better in 1943-44 than it was in 1929-30. The first grade enrollment, which has been enlarged all out of proportion in recent years, is now reaching a point where it will compare favorably with the birth rate.

In 1929-30 the first grade enrollment was 118,936, whereas the number of births for 1924, six years preceding, was only 58,684, thus indicating that there was a piling up of children in that grade. Year by year this relation of births to first grade enrollment has improved until in 1943-44 the first grade enrollment was 72,444 and the number of births in 1938 was 54,469. Thus it is seen that the enrollment is still perhaps too large; but when considered in the light of the fact that the first grade consists of both six and seven year olds, it is a marked improvement over the preceding years.

The second grade enrollment also shows a definite downward trend, yet this trend has not been constant. There were exceptions for a few years. 1931-32 and 1932-33, 1935-36 and 1936-37, 1938-

cially true of the first grade enrollment. At the beginning of the period, in 1929-30, there was a tremendous piling up of Negro children in this grade, a total of 94,026 or more than a third of the entire elementary school enrollment. This situation has tended to improve throughout subsequent years, however, until the first grade enrollment of Negro children is closer to one fourth of the elementary enrollment. The enrollment in the high school grades was very definitely upward until 1940-41, when the trend was interrupted all normal progress. The peak enrollment in all grades was in 1933-34, when there were 280,741 Negro pupils in school. This past year marked the lowest point, with a total Negro enrollment of 257,612.

Table I

The figures in this table show the grade survivals of each 1,000 children enrolled in the first grade during the years specified. The first horizontal line

may be read as follows: Of each 1,000 pupils enrolled in 1923-24, 628 survived or were in the second grade the following year, 605 were in the third grade the next year, and so on to 187, the number of the original 1,000 who were enrolled in the eleventh grade; and of this latter number 188 were promoted or graduated, whichever was the case, in 1933-34. The picture here is definitely improving, or at least was until the war intervened, and this is applicable to the very highest grades.

Another way of reading or interpreting these figures is to read the columns downward, beginning in 1923-24 and coming on down to the latest figures shown. The figures for the lower grades especially indicate improving conditions throughout the grades. A noticeable fact is that the Negro pupils have not yet (second grade for 1942-43) caught up with that of the white survivals for the same grade in 1923-24. Is this an instructional problem?

1. GRADE SURVIVALS OF EACH 1,000 FIRST GRADE PUPILS ENROLLED

[illegible][illegible]

The image shows a page from an old manuscript, possibly a calendar or almanac. It features a grid of small, handwritten entries in a cursive script, likely Arabic or Persian. The page is aged and shows signs of wear, including creases and discoloration. The text is arranged in columns, with some larger headings or sections visible at the top and bottom. The overall appearance is that of a historical document.

GRADE 1-7
 GRADE 8-12
 GRADE 13-17
 GRADE 18-22
 GRADE 23-27
 GRADE 28-32
 GRADE 33-37
 GRADE 38-42
 GRADE 43-47
 GRADE 48-52
 GRADE 53-57
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Study Shows South Lags In Higher Education

A study recently made of the college educated in the South based on the 1940 census by W. McCaddin Pritchett at the University of Virginia shows that the South (13 states) has a smaller percentage of its residents 25 years of age or over college trained than does the nation as a whole—3.8 per cent in the South as compared with 4.6 per cent in the United States. The thirteen states considered as the South by Mr. Pritchett are: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas and Virginia.

North Carolina, the study shows, has a percentage of 4.1, above the average for the South but below that of the nation at large. In this respect North Carolina ranked sixth among the 13 Southern states and 34th in the nation. On the basis of a white and non-white division of the population 25 years of age or older, North Carolina had in 1940 a percentage of 4.9 for whites and 1.5 for non-whites.

Conclusions drawn by Mr. Pritchett for the South as a whole were as follows:

"First, the South, as a section of the United States, has a smaller percentage of its residents college trained than does the nation as a whole. It has not been the purpose of this study to determine just how much this is due to training of relatively fewer people than do other sections or to migration. However, the fact remains that the South has a smaller percentage of college educated people—3.8 per cent in the South and 4.6 per cent in the United States.

"Second, that the progress being made in training non-whites in the South leaves much to be desired. Actually, 4.58 per cent of the whites and 0.96 per cent of the non-whites have four years of college training—a ratio of almost five to one in favor of the whites.

"Third, that the urban population of the South, with a percentage of 6.1, is better than average for the nation, which has only 5.7 per cent.

"Fourth, that the rural-nonfarm population of the South is about average. It has 4.1 per cent of college graduates with 4.2 per cent for the United States.

"Fifth, that the rural-farm population of the South with a percentage of 1.0 falls considerably below the national percentage of 1.3. This means that on the basis of population the South has only three fourths as many college-trained people living on farms as has the entire country.

"These conclusions, then, indicate the lag in Southern higher education is confined primarily to the non-white and rural-farm population groups."

Aid in Merchandising Training Is Offered By State Dept.

A pamphlet explaining the types of work available in the merchandising field, together with the HOW, WHEN, WHERE of getting training in North Carolina has been prepared, and will be published for the Department of Distributive Education, Department of

Mr. Wallace Defines 8th Economic Right

For several years New Deal officials have been talking about an economic bill of rights, in which one of the planks is "The right to a good education."

But few government leaders ever went beyond those six words. Former Vice-President Henry Wallace, during his recent testimony before the Senate Commerce Committee which considered his nomination to a Cabinet post, elaborated somewhat on that plank. Describing the "eight economic rights"—to jobs, adequate earnings, farm income, freedom from unfair competition, decent housing, medical care, and social security—Mr. Wallace said:

"The eighth economic right is 'the right to a good education.' We must have an educated and informed America. Even now most of our rural areas and some of our urban areas are poorly provided with schools. Our teachers are underpaid. Our schools are badly understaffed. We need more schools and at least one half million more teachers. Through Federal aid to poorer communities for the development of locally controlled educational programs, we propose to equalize and extend educational opportunities through the land. We propose to provide facilities for technical and higher education for all qualified young men and women without regard to their financial means. In this America, the pioneer of free education, the right to technical and higher education should be as universal as the right to a secondary school education."

Public Instruction, by the Southeastern Chain Store Council, Inc., Norfolk, Va. A supply of these pamphlets to give to veterans may be secured from the Department of Public Instruction.

Training is now available in the following cities: Asheville, Burlington, Charlotte, Elizabeth City, Gastonia, Goldsboro, Greensboro, Hickory, Salisbury, Shelby, Wilmington and Winston-Salem.

In addition to the programs offered in these local communities, the Distributive Education Department employs two traveling instructors who go into small communities for the purpose of giving instruction in the various phases of store operation. Requests for these instructors should be addressed to W. B. Logan, Acting State Supervisor, Distributive Education, Department of Public Instruction, Raleigh.

260 Honorable Mention Winners Named in 4th Science Talent Search

Two hundred and sixty high school students—girls and boys who participated in the fourth annual Science Talent Search—today were cited for honorable mention, it was announced by Watson Davis, director of the Science Clubs of America, administrator of the search. Only one student, Walter Isaac Goldberg, New Hanover High School, Wilmington, was named from North Carolina.

The science-talented students were among 300 combed from 15,000 young people who enlisted last fall in the competition for \$11,000 in Westinghouse science scholarships. They will be brought to the attention of scholarship awarded colleges and universities.

Forty top finalists, whose names have been previously announced, have been asked to attend the five-day Science Talent Institute in Washington this month. There they will compete for the Westinghouse science scholarships, provided by the Westinghouse Electric & Manufacturing Company as a contribution to the advancement of science in America.

Scholarships awarded at the institute include two four-year Westinghouse Science Grand Scholarships, one to a girl and one to a boy, worth \$2,400 each, and eight four-year scholarships of \$400 each. The judges may award \$3,000 in additional scholarships at their discretion. Awards are based on the results of a series of final examinations and interviews with the judges held during the institute.

FCC Allocates 20 FM Channels to Education

Of the 90 channels allocated to FM, in the plan announced on January 16 by the Federal Communications Commission, 20 have been earmarked for educational services, with the retention of the 200 kilocycle channel width. Thus education fared very well in obtaining five more channels than were asked for when some 30 representatives appeared at the allocation hearings last October. Regrettably FM is to be moved from its coveted 50 megacycle area to 84-102 megacycles but the move provides for more than twice the number of channels presently reserved for FM.

The shift, naturally, will work something of a hardship on the five educational stations at present in operation. However, according to R. R. Lowdermilk, U. S. Office of Education's radio specialist, there is technical evidence to suggest that FM may be able to supply much better public service at the newly assigned frequencies because this portion of the radio spectrum is not subject to certain imperfections known to exist in the old FM band. Provision is made to continue temporarily operations in the 42-44 megacycle band until manufacturers are geared for the higher band production.

Directors of Health and Physical Education Present Recommendations for Program of Health, Physical Education, and Recreation

A broad program of health, physical education, and recreation for the guidance of school administrators, teacher-training institutions, and teachers has been recommended by a committee of the Society of State Directors of Health and Physical Education. The program includes the following sections: Aims and Objectives, Organization and Administration, Health Service, Health Instruction, and Physical Education and Recreation.

Since the last three parts of the recommendations relate specifically to the pupil and the content of the instructional phase of the program they are repeated here, as follows:

HEALTH SERVICE

It is recommended:

1. That every pupil be required to have a thorough physical examination upon entrance into school and periodically thereafter to the end that remedial defects and handicaps can be discovered and corrected.
2. That educational programs for immunization for smallpox, diphtheria and typhoid fever be established, and that the need for appropriate testing for tuberculosis and venereal diseases be taught.
3. That the school assume some responsibility for acquainting the pupils and parents with all appropriate medical or surgical service available.
4. That pupils be assigned physical education activities in accordance with the entering or subsequent physical or medical examination and that no activities be prescribed or elected except as the physical status of the pupil warrants.
5. That an adequate seasonal examination be made by a regularly licensed physician of all varsity and intramural athletes prior to the pupil's first practice for any athletic contest.
6. That any pupil who is absent from school for five consecutive days due to illness or injury be required to present, before participation in class activities, a statement from a regularly licensed physician which indicates that he is physically fit to participate in vigorous physical activities.

HEALTH INSTRUCTION

It is recommended:

1. That graded health and safety instruction be provided for all pupils in all elementary grades.
2. That high schools offer, as a minimum, a one-year course of daily health and safety instruction.
3. That every pupil should be provided with an opportunity to develop a better knowledge and control over his individual practices of hygiene.
4. That high school pupils be offered instruction in such aspects of military hygiene as disease control, recreation and psychological adjustments.
5. That every pupil be given adequate and appropriate instruction in the prevention, care and treatment of all communicable diseases with special attention to the venereal diseases, social and family relationships, and sex education.
6. That every opportunity be taken in the physical education activity classes to instruct the participants in the hygiene of the activity and to give in-

struction in all academic subjects in the methods and principles of effective health behavior.

7. That the official Red Cross courses in first aid, home nursing and life-saving be introduced into the health and physical education programs.

PHYSICAL EDUCATION AND RECREATION

It is recommended:

1. That the content of the programs in physical education offers ample opportunity for youth to achieve a sound physical condition through participation in vigorous activities. The objectives of strength, endurance, coordination and agility should be held clearly in view and individual programs should be arranged so that each pupil can attain these goals whenever compatible with age and physical condition of the pupil.
2. That the program include activities selected and adapted to meet the needs of all pupils including those with physical handicaps.
3. That, wherever feasible, schools make their facilities available and organize instructional and recreational groups for the community as a whole with special classes for those returned World War II veterans needing rehabilitation. Special opportunities should be given to postschool inductees prior to military service.
4. That physical education periods be organized so as to allow and utilize the maximum amount of time for vigorous participation. It should be recognized that for the normal pupil, one hour of vigorous activity per day would be the minimum amount of time necessary to produce the desired results.
5. That school faculties and other employees be urged to avail themselves of the physical education facilities with periods or classes established for them and administration of the program so arranged as to provide for convenience in attendance.
6. That school administrators adjust the schedule of classes and laboratory periods so as to allow for the maximum use of the afternoon periods for physical education and other recreational activities.
7. That military drill not be considered as a satisfactory or as a desirable substitute for physical education in any school.
8. That military drill and marching tactics not be added to established physical education programs and that such activities, useful for military purposes, be regarded as distinctly within the province of military units.
9. That every effort be made to cooperate with the R.O.T.C. units, where they exist, and with any other form of military organization (e.g. home guards,

Supt. Erwin Calls Attention To "Nationwide Brake Emphasis Program"

A "Nationwide Brake Emphasis Program" will begin on April 15 and continue to June 1, it was recently announced. This program is sponsored by the International Association of Chiefs of Police. The program in North Carolina, it is learned, will have the support of the Sheriff's Association, the police of the State, the State Highway Safety Division, the State Highway Patrol, and other State agencies.

The schools also have been asked to lend their support and cooperation to this worthwhile program. Supt. Clyde A. Erwin is, therefore, calling it to the attention of teachers, principals and superintendents. "There are many ways by which the schools can cooperate in this matter," Superintendent Erwin stated. "Some of these are:

"1. Help distribute the leaflets and posters that will be provided by the police or sheriff.

"2. Use safety topics as subjects in the preparation of themes, essays, debates and posters.

"3. See that the brakes of all cars which they own are properly inspected and in good order.

"4. See that the brakes of all school buses are also in good working order.

"5. See that the use of brakes is made only when necessary.

"6. Cooperate with others in this national program."

"Participation on the part of the schools, I believe, will have a considerable effect upon the safety record of our State," Superintendent Erwin stated further. "Our interest and participation in this program will no doubt help to save lives not only during this period, but the emphasis during this period will tend to make many a child safety-conscious and thus save lives in the future years. I, therefore, most heartily endorse this program."

Schools Urged to Plant Gardens

In order to provide more food for the armed services and for use in the school lunchrooms, school principals are being urged by Dr. Clyde A. Erwin, State Superintendent of Public Instruction, to plant school gardens again this year. The school garden may be located on the school grounds or on a plot in the community, he stated. The school garden program for the past two years has been very successful, and it is hoped that more schools will have gardens this year.

Dr. Erwin has asked Roy H. Thomas, State Supervisor of Agriculture, to serve as supervisor of the school-directed gardening program in the State. Mr. Thomas has sent a questionnaire to principals to find out how many will have school gardens and the approximate size of each garden.

reserve militia, selective service) to the end that the distinct purposes to both physical education and the military will be served.

State Board Adopts Report On Negro Education

The report on Negro Education setting forth six "Definite Recommendations" was adopted by the State Board of Education at its January 23 meeting. This report was the outcome of a study made under the direction of Dr. N. C. Newbold, Director of the Division of Negro Education of the Department of Public Instruction in accordance with a recommendation of former Governor J. Melville Brough on December 9, 1943. The purpose of the study was to examine the facilities provided for Negro education and to work out a long-time program in the field of Negro education with special reference to consolidation and the provision of better school buildings and equipment for the children of that race.

The report commended Dr. Newbold for his able direction of the various subcommittees which were responsible for the detailed work of the study. The report also pointed out the fact that although the study dealt with Negro education, "many of the problems apply equally to the white race." "Our progress during recent years," the report stated further, "in improving the educational opportunities for the youth of the State has been made with the approval and cooperation of State and local groups representing both the white and Negro citizenship of the State."

The "Definite Recommendations" of the report read as follows:

1. *Reorganization and Consolidation of Schools.* In plans for completing the program of consolidation and transportation the committee suggests:

a. That the administrative units prepare plans showing proposed consolidations, including transportation equipment necessary, and giving facts as to present school indebtedness and the financial ability of the unit to provide further school facilities.

b. That such plans be submitted to the State Superintendent of Public Instruction for approval.

c. That a method of financing be devised for the completion of the proposed approved consolidation plans for all races within six years following the end of the war. Some of the units may be able to finance their programs from reserves or from other local sources.

d. That this Legislature investigate the possibility of providing aid in some manner, probably,

(1) As a loan at a low rate of interest.

(2) As a loan without interest.

(3) As part loan and grant.

(4) As a direct grant.

Such funds could be applied uniformly to all units alike regardless of ability, present indebtedness and need; or they could be distributed in the form of an equalization fund. The committee is of the opinion that the time has come when some such basis should be used, and recommends that careful consideration be given to this plan.

2. *High Schools.* It is the opinion of the committee that the Board can best improve the high school facilities for Negroes:

a. By considering this question in the light of the consolidation program recommended above, and

b. By urging that an improvement program of high school instruction be initiated in the several local units where the study reveals such improvement should be made. If sufficient data are not available upon which such program might be projected, the committee is of the opinion that a survey setting forth the needs in the several units should be made by the Division of Negro Education in the State Department of Public Instruction.

3. *Vocational Education.* The committee is of the opinion that additional vocational education opportunities should be considered in connection with the provision for adequate high school instruction and consolidation. It is believed that under the present Federal-State-Local plan of providing vocational educational facilities, the problem is one of having school units large enough to warrant the establishment of vocational work and that as fast as these facilities are provided additional vocational education units can be set up. The question seems, therefore, to be one that depends upon the local need and the local desire where there is sufficient population to support the program. The application for such departments, then, should be made locally and submitted through the regular channels to the Division of Vocational Education which now has ample authority to expand this program.

4. *Elementary Schools and Supervision.* While this study concerns only Negro education, the committee is aware of the fact that supervision as such is applicable to both races and any plan initiated by the Board should cover the entire instructional program for all schools. That part of the overall plan pertaining to Negroes should include:

a. Provision for efficient, well-trained, capable supervisors of instruction in every county where needed, and

b. An additional supervisor on the State level.

Since such a program relates directly to instructional service, the cost would naturally fall within the outline of the State budget for the support of the nine-months school term. However, if the Board sees fit the program of supervision might be launched on the basis of part State and part local funds.

As to accreditation of elementary schools, we understand that this is an administrative procedure for raising the standard of instruction in the several schools. We believe that this program should be encouraged by the Board, and that the local units should be urged to bring eligible schools up to standard as rapidly as possible. Naturally, the State Department of Public Instruction, which sets up the standards, will con-

tinue to stimulate interest among the local units in this respect.

5. *Equipment and Supplies.* In the matter of equipment and supplies, the committee makes the following recommendations for the schools of all races:

a. That substantial increases be made from State funds for instructional supplies, janitorial services and supplies, and libraries.

b. That county and city boards supplement these items from local funds.

c. That parents and pupils be urged to participate in the cost of such items through a reasonable fee or through funds raised otherwise.

d. That plans should be made immediately to provide all equipment and material needed for the accreditation of schools meeting the requirements as to size.

6. *Higher Institutions.* The higher institutions for Negroes should be strengthened at a number of points; namely, salaries of teachers, additional teaching personnel, library and laboratory facilities, and additional housing, equipment and supplies. The teaching staffs at these institutions should be strengthened as rapidly as possible by an increased salary schedule, by the employment of more highly trained faculties, and by the provision of adequate buildings and equipment.

Bolivia Principal Uses Novel Wording in Ad for Teacher

Glenn M. Tucker, principal of the Bolivia High School, Brunswick County, has used a novel wording, to say the least, in his advertisement in the papers for a teacher to fill a vacancy for the fourth time during the current year; and yet, it is learned, no one has applied for the vacancy.

The advertisement is reproduced in full as follows:

"If you have had no professional training the State allows \$71.33 per month. If you have spent several thousand dollars for four years of teaching experience you will receive \$158.00 a month, provided, in this case, your certificate is for mathematics, otherwise \$148.00. Also, withholding tax must be deducted, therefore, net monthly salary is from \$54-\$135.00. Your work will be dealing with nothing more important than the minds of the children upon whose shoulders will fall the task of maintaining the peace which is to follow this war. Why should you expect much pay for this type of work? The work is easy. Lesson studies and plans, papers to grade, teaching of classes, extra-curricular activities, etc., will not require more than 12-15 hours per day. We will not lay claim to the balance of your time. Better apply early as we expect to choose from the first 100 applicants (we also need a music teacher and will choose her from the same group). The person chosen to teach mathematics will only be the fourth teacher this year, not sixth to eighth as in some schools. Average cost of room and board will be about \$40.00 per month. Apply in person or write—"

Teachers' Salaries For Next Biennium Agreed Upon

Following a series of conferences between representatives of the North Carolina Education Association, the Governor, and other leaders, an agreement was reached which provided for the payment of teachers' salaries for the ensuing biennium on the basis of the salary schedule recommended by the State Board of Education (printed in the February number of this publication), plus a contingent emergency salary not in excess of \$120 annually to be paid monthly provided the balance in the General Fund on June 30, 1945, is sufficient. If such balance is not sufficient to pay the full \$120, then the emergency salary will be paid in multiples of \$2.50 per month as the funds will permit. The payment of the emergency salary for the second year likewise is dependent upon the amount of the surplus in the General Fund at the end of the fiscal year on June 30, 1946, with the same provisions as to multiple payments if the unapportioned surplus is not sufficient to pay the full amount. A provision applying to both years, however, makes it possible to pay this emergency salary at the end of the school year in which earned if sufficient surplus funds accumulate, and in case sufficient funds are not available at the end of the preceding year to pay the entire amount of the emergency salary.

These provisions were written into the Appropriations Act, and the amount of the appropriation for the support of the nine-months school term is based upon the schedule recommended by the State Board of Education, even though the schedule is not actually written into the law as the bill was first submitted. This does not mean, however, that the State Board will necessarily adopt the schedule as recommended, since the emergency salary provisions alter the situation and might cause the Board to adopt a different schedule than that recommended. In fact, the McDonald-Wilkins statement released to the press after the conference said, "The Governor has also made it clear to us that he does not favor disproportionate increases for beginning teachers as compared with others. He desires that the beginning Class A teacher be not less than \$125 per month, but he is willing for the State Board of Education to consider the emergency salary as a part of the \$125 if they wish to do so. The full authority to determine salary schedules since this matter has been taken out of the appropriation bill.

It is generally believed that for the first year of the biennium the unapportioned surplus will be ample to make the payments in full on a monthly basis. No one will hazard a guess as to the condition of the General Fund on June 30, 1946, since there are a number of factors that may affect the income of the State during the immediate future. The law providing for this emergency salary does not apply to persons receiving an annual salary in excess of \$3,600.

The law as enacted actually results in a monthly salary for teachers holding Class A certificates ranging from \$138.33 to \$175.33, or a monthly increase over the current schedule when

the bonus is considered of \$27 for the beginning teacher and \$20.33 for all other teachers in this classification. Based upon a year of nine months this increase amounts to \$243 for beginning teachers and \$182.97 for teachers with one or more years of experience up to nine years. The monthly and annual salary increases for teachers holding other types of certificates may be ascertained in like manner, that is by taking the current salary schedule and the schedule as proposed by the Board and applying the emergency salary provisions.

Although the increases in teachers' salaries were not as high as those contemplated in the proposed schedule advocated by the United Forces, which included the N.C.E.A., the State Grange, the Farm Bureau, the State School Board Association, the N. C. Congress of P.T.A., and Supt. Clyde A. Erwin, it is generally conceded that the compromise represents a long step forward and is the best that could be obtained at this time.

Information On Canada Available From Washington

The Canadian War-time Information Board, 1205, 15th Street, Washington 5, D. C., has informational materials which may be secured without cost in limited quantities by teachers for use in social study courses. A list of these materials is as follows:

Canada at War, a monthly reference booklet of basic information concerning Canada's war effort. Special pictorial editions appear at irregular intervals.

Canadian Affairs, a fortnightly series of articles in pamphlet form, by prominent Canadians on topics of current interest such as: The New North, Canada As a Pacific Power, Canada: World Trader, Canada and the Post-war World, People On the Land, Canada's Constitution, Quebec, British Columbia, Wealth in Wood, The Prairie Provinces, Power for Prosperity, Ontario, Will There Be Jobs? The Maritimes, Skyways of the Future, and Canada Plans Security.

Canadian Affairs Pictorial, a series of posters, illustrating graphically certain articles appearing in *Canadian Affairs*, such as "The New North," "Canada: World Trader," "Wealth in Wood," "Ontario," "The Maritimes," etc.

Postwar Planning Information, a detailed fortnightly survey of the main legislation, recommendations and proposals in Canada relating to the prob-

lems of postwar rehabilitation, reconstruction and social security.

Reference Papers, an irregular series providing basic material on specific aspects of Canadian affairs as they relate to the war effort. Outstanding among these have been such issues as "Canadian Schools and Universities in Wartime," and "Canadian Food and Agriculture in the War."

Canada—1945, a statistical reference handbook of primary information relating to Canada's economy.

Canada: An Introduction to a Nation, a brief survey of Canada's geography, history, economy and culture.

Supt. Erwin Honored by National Associations

State Superintendent Erwin has been honored by being one of nine educators asked to write the 1947 yearbook of the American Association of School Administrators. Superintendent Erwin has also been appointed chairman of the Legislative Committee of the National Council of Chief State School Officers.

The subject chosen for the association's 1947 yearbook is "The Postwar Curriculum." The association has a membership of approximately 16,000 members throughout the United States. Dr. N. L. Englehardt, superintendent of the New York City schools, is president of the organization. Supt. Claude V. Courter, of the Cincinnati, Ohio, schools, was named chairman of the Yearbook Committee.

As the name implies, the National Council of Chief State School Officers is made up of state superintendents of public instruction and commissioners of education of the various states. State Superintendent T. G. Pullen, Jr., of Maryland, is president of this group.

Office Goings On

A. S. Proctor, formerly Acting State Supervisor of Distributive Education, visited the State office on February 2. Mr. Proctor is assistant manager of the Sears' Store, Florence, S. C.

The forms for the second section of the operating budget for the school year 1944-45 were sent to county and city superintendents early in February. Superintendents were urged to complete and return these budgets as soon as possible in order that there would be no delay in releasing the ninth month vouchers.

An order has been placed for printing 790,000 State vouchers for use in county and city units in the disbursement of State funds for the ensuing school biennium, 1945-47.

A. E. Manley, Inspector of Negro High Schools, has been granted a year's leave of absence to study at Stanford University. Mr. Manley left the first of the year. During his absence S. E. Duncan, principal of the Washington High School, Reidsville, and J. B. McRae, Fayetteville State Teachers College, will act as part-time State Inspectors of Negro High Schools.

INTERNATIONAL EDUCATION

Allies Aid Restoration of United Nations Education

Educational rehabilitation has become one of the dominant issues in the liberated countries. Universities left without buildings, equipment, students, or faculty; mass burning of libraries, the indiscriminate killing of students and teachers, have created an intellectual famine. During the occupation, this was partially met by clandestine school gatherings. Today such emergency measures are inadequate for a mass education. For this reason, UNRRA has been asked to aid schools in liberated areas.

Chester S. Williams, Chief of Educational Program, Office of Public Information, UNRRA, clarifies the position of his office.

"UNRRA is a short-term, emergency organization which is preparing to meet needs that can't be very clearly foreseen," Mr. Williams has said. "It cannot be too strongly emphasized that, so long as Allied soldiers are engaged in a death grip with the enemy in Europe or in the Far East, every ton of civilian supplies reduces by that much the sorely needed military supplies. This being the case, little in the way of educational rehabilitation can be expected during the military period."

The varying needs of each country must be determined before remedial measures can be taken. Mr. Williams explained. In Poland, for example, the Nazis destroyed and obliterated just about every school building in their path, whereas in France a substantial number of school buildings remain untouched.

Where the restoration of buildings is involved, it is the responsibility of each national government to make its own adjustment. UNRRA can provide aid, under these conditions, in the form of transportation. It can help in the repair and rebuilding of schools only as rapidly as labor and material can be assembled. Staffing the school is an internal affair.

The reopening of the University of Pisa provides one example of Allied efforts to aid in the rebirth of Europe's intellectual life. The Germans wrecked and looted the university's engineering school. Valuable scientific equipment and instruments, rare books and manuscripts were destroyed. With the aid of Allied education officers, the university has gathered a staff of professors and substantial literature.

In Poland, preparations are under way to reopen the University of Cracow. The Lublin radio reports that lectures will start with 500 enrolled students who followed the underground courses of instruction organized by professors of the university during the period of occupation.

Schools in Lwow also are in session again. About 18,000 peasant youths are attending 200 evening schools. In addition to normal schools, 500 industrial, transport, agricultural and higher tech-

nical institutions have resumed instruction.

The International University Foundation, with headquarters in New York, set up to aid in the rebuilding of European university libraries, has received 50,000 guilders (\$27,000) from the Curacao government. Transfer of the funds was made by Governor Pieter A. Kasteel, with the approval of Curacao's legislative assembly, to Dr. J. A. C. Fagginger Auer, initiator of the foundation, at Harvard University.

In direct opposition to the present united national endeavor to reopen as many educational institutions as possible, the Japanese government has ordered the student population of Japan to cease its activities. Vice-Admiral Munetaka Sakamaki, of the Japanese Armaments Ministry, has demanded the closing of all secondary schools and universities and the employment of all teachers and pupils in war industry.

In Guam, where the Japanese invader attempted to obliterate education, the American flag once again flies on a white pole in front of the shattered George Washington High School, and classes have been resumed. Mrs. Agueda I. Johnston, principal and supervising teacher at the school, expressed her feeling simply but movingly at the reopening of the high school.

"Many blessings were brought to Guam by the United Nations forces," she said. "The reopening of the schools was one of them."

In China, the scarcity of teachers in certain university and college departments has been alleviated. The Ministry of Education has obtained the services of three American dental professors and one American physical education instructor for National Central University, and an American professor of sociology for National Yunnan University. The ministry also is subsidizing a project at Yenching University to enlist the services of a teacher in journalism from the United States.

The National Central University is one of the largest of China's 59 government institutions of higher learning. At present Free China has a total of 143 universities and independent and technical colleges, 35 more than before the war.

Educational Needs Of Canada

At the September, 1942, convention of the Canada and Newfoundland Education Association, it was suggested by the chairman of the Advisory Committee on Reconstruction that the association might undertake a survey of the most urgent educational needs of Canada and make recommendations in respect thereof. The committee appointed for this purpose, which is representative of the whole of Canada, published its report at the end of March, 1943. Without in any way wishing to weaken provincial autonomy with regard to education, and after consultation with responsible officials of the departments

of education of each nine provinces, the committee drew up the following list indicating the composite opinion of those best qualified to judge of the country's needs: (1) Health examinations and follow-up treatment for all children; (2) increased grants distributed more nearly on the basis of need; (3) better selection and more adequate preparation of teachers; (4) payment of higher salaries to teachers; (5) an adequate program of education and especially secondary education for all pupils regardless of location; (6) expenditure of administration; (7) aid in the provision of better buildings; (8) special schools—agricultural, commercial, technical, industrial; (9) complete program of practical education; (10) program of counseling and guidance; (11) additional supervision, e.g., helping teachers; (12) complete library service; (13) scholarships to enable students to proceed to advanced education according to their interests and aptitudes; (14) transportation in rural areas as an aid to better school service; (15) part-time education for pupils from 16 to 18 years of age.

Union of South Africa: Supervised School Feeding Experiment

Some time ago the Johannesburg branch of the New Education Fellowship started an experiment in school-feeding at the Milner Park Junior School which has given rise to an important research program receiving government support through the South African Council for Education and Social Research. The experiment aims at ascertaining the effect of carefully supervised school-feeding upon the physical, scholastic and health development and the behavior record of children of six to seven years of age.

Chinese Schools Enrollment More Than Doubles In War Years

In the last seven years while China has been at war, the number of Chinese college students has increased from 49,000 to 60,000. Enrollment in lower grades has grown from 21,000,000 to 49,000,000.

During this time, Japanese destruction of Chinese schools and colleges has not abated. Seventy-seven colleges and universities have been destroyed by the enemy in China. Lost elementary and high schools number 130,000. Three thousand libraries and museums have been taken by the Japanese.

Heroic Chinese educators moved as many educational institutions as possible 500 to 1,000 miles to interior provinces. Faculties, students, books, and equipment shared roads with soldiers, often under enemy fire and bombing. The students traveled on foot and slept by night under the sky. They studied and were taught wherever it was possible to halt with safety.

LAWS, RULINGS AND OPINIONS

Liability of County or City Board of Education for Negligence or Torts Of Employees

In reply to inquiry: You inquire if any responsibility for damages to life or property will lie against the county board of education in the event a State-owned and operated school bus is left on a public road because of a mechanical break-down, and the bus after having been left on a public road is the cause of an accident that inflicts injury on passengers and damages to other vehicles.

I do not think that there is any liability on the part of a county board of education or a city board of education to third parties for injuries or damages inflicted under the circumstances set forth in your letter.

In the case of *Benton v. Board of Education*, 201 N. C. 653, this question was considered and the Court approved the doctrine or interpretation set forth in the case of *Scales v. Winston-Salem*, 189 N. C. 469, and after citing this case the Court said:

"Negligence cannot be imputed to the sovereign, and for this reason, in the absence of statute, no private action for tort can be maintained against the State. It follows that such action will not lie against a municipal corporation for damages resulting from the exercises of governmental functions as an agency of the sovereign power." The Board of Education of Cumberland County is not a municipal corporation. It is, however, a governmental agency, created by statute, for the purpose of performing governmental functions. No action can, therefore, be maintained against said board to recover damages for a tort, alleged to have been committed by said board in the performance of its statutory duties."

I am of the opinion that the above quoted principle of law is applicable also to a city board of education and for these reasons there will be no liability on the part of said city board. Your attention, however, is called to the case of *Betts v. Jones*, 203 N. C. 590 (208 N. C. 410), in which our Court held that a public officer is not ordinarily personally liable in the exercise of discretion and judgment within the scope of his authority, but he may be personally liable if he acts in such matters corruptly or maliciously. Where, in an action against the individual members of the school board it is alleged that such members in the selection of the driver of the school bus acted wilfully, wrongfully, maliciously and corruptly, a demurrer to the complaint is properly overruled.

I am further of the opinion that passengers or owners of vehicles that have been damaged upon a proper showing of negligence could maintain an action or suit against the bus driver as an individual. You will observe that I have mentioned these instances which

deal with personal liability and this is not to be confused with the liability or non-liability of a county board of education or a city board of education exercising governmental duties as an agency of the State. In such cases as above stated, it is my opinion that there is no liability unless the statute permits a suit to be brought against such parties, and I have been unable to find any statute or law that would allow or permit such a suit to be maintained.—*Attorney General*, January 13, 1945.

Otero Case Won in New Mexico

Teacher security has won a significant victory in New Mexico. The supreme court in that state has unanimously reversed the decision of a lower court which had upheld the Valencia County School Board's dismissal of Jose Otero, rural school supervisor discharged from his position solely for political reasons. Politicians, because Mr. Otero's refusal to contribute \$75 and a two per cent monthly salary deduction to their activities, forced his dismissal and succeeded in obtaining a district court order favorable to them. Backed by the New Mexico Educational Association and the National Education, Mr. Otero appealed his case to the Supreme Court of New Mexico and won.

Supreme Court Justice Bickley, in his opinion, makes the following statement which in effect adds strength to all sound tenure laws:

"The Legislature of 1941 (New Mexico Legislature which passed the state tenure law) doubtless sensed the need to get in step with the march of progress toward a greater security to those who have become equipped through education and training to assume positions in our school system . . . what is known as Teachers' Tenure Acts which have been adopted in most of the states of our union, and the objects of which are to encourage men and women to make a lifetime profession of teaching and to stimulate them to seek positions in the school system requiring the qualifications of teachers, and to protect them in their employment from the whims of those possibly politically minded, and to insure their continuance in such employment."

At the request of the New Mexico Educational Association, the Defense Commission, representing the National Education Association, authorized and supported Mr. Otero's appeal to the Supreme Court. This assistance was made possible by a grant to the Commission from the War and Peace Fund. The N.E.A. filed a brief as *amicus curiae* which was influential in the decision.

This favorable Supreme Court action marks one more successful defense by the Commission of a member of the teaching profession against unjust dismissal. The Otero case is notable, also,

Discipline; Corporal Punishment

In reply to inquiry: I have your letter of February 9, with reference to corporal punishment of school children by a teacher, principal or superintendent.

In the case of *State v. Stafford*, 113 N. C. 635, in which a defendant who was the school teacher was indicted for whipping one of his students, it was said that the "law confides to schoolmasters and teachers a discretionary power in the infliction of punishment upon their pupils, and will not hold them criminally responsible, unless the punishment be such as to occasion permanent injury to the child, or be inflicted merely to gratify their own evil passions." In this case the defendant was convicted, and the conviction was sustained, upon the theory that there was some evidence tending to show that the punishment inflicted was immoderate and inflicted to gratify defendant's malice, and out of anger.

This is the last case I have been able to find on the subject and probably is the law today in this regard.—*Attorney General*, February 12, 1945.

Age and Time of Enrollment

In reply to inquiry: In your letter of January 5, 1945, you state as follows:

"Is a child 6-8 (we have not been able to determine his exact age, although our opinion is that he is over seven years old) entitled to enrollment in school in January (school opened in September) under the Section 22½ of the 'School Machinery Act,' or any other provision in the law? This child has never been enrolled in this school."

Sec. 115-371 of the General Statutes gives the age requirement and time of enrollment of children in the public schools. This statute created two conditions with which compliance must be made: (1) The child must be six years of age on or before October 1st of the year in which he enrolls; and (2) the child must enroll during the first month of the school year. It appears from your letter that this child can possibly meet the age requirements, although you are uncertain as to his exact age. I do not see, however, how this child can be enrolled for the present school year since you state that his parents desire the enrollment in January of the present school year, and that your school opened in September. Under these circumstances, it is impossible for this child to be enrolled during the first month of your school and I must, therefore, advise that in my opinion such child is not entitled to enrollment.—*Attorney General*, January 12, 1945.

as the first instance of the National Education Association's participation in a court case in behalf of one of its members.

FROM THE PAST

5 Years Ago

(Public School Bulletin, March, 1940)

The first printing of the new Cumulative Record form (folder) devised by a committee appointed by Superintendent Erwin last fall has been sent out as samples to the superintendents of the State for criticism.

The Seventh Annual Negro High School Essay Contest has recently been announced by the National Tuberculosis Association, New York City.

More than 500 children from two to five years old were enrolled in 11 white and seven Negro WPA nursery schools, it was recently announced by the Education Division of the State WPA.

The Federal Communications Commission has established a "class of high frequency broadcast stations to be licensed to organized non-profit educational agencies."

10 Years Ago

(Educational Directory of N. C., 1934-35)

RURAL SCHOOL SUPERVISORS

Cabarrus—Miss Mary Hyman, Concord.

Davidson—Miss Margaret Linker, Lexington.

Durham—Miss Matilda O. Michaels, Durham.

Forsyth—Miss Kathleen Emerson, Winston-Salem.

Gaston—Miss Carrie Glenn, Gastonia.

Johnston—Miss Mary Wells, Smithfield.

Mecklenburg—Miss Eloise Rankin, Charlotte.

ELEMENTARY TEXTBOOK COMMISSION

H. M. Roland, chairman, Burlington; Mrs. A. R. Wilson, secretary, Durham; Miss Nena DeBerry, Salisbury; Miss Elizabeth Black, Concord; C. C. Russ, Benson; E. H. Hartsell, Elizabeth City.

25 Years Ago

(Biennial Report, Superintendent of Public Instruction, 1918-20)

The total number of teachers employed in the public schools for the year 1919-20 was 16,854.

The average annual salary paid to city teachers last year was \$688.02, and to rural teachers, \$405.90.

Taking an average of both white and colored schools the rural schools increased from 101.6 days to 124.5 days; the city schools from 154.7 days to 169 days, or a general average for all schools an increase from 112 to 134 days.

A good four-year high school, however, cannot be conducted successfully with less than three teachers. There are 214 such schools in the State. The total enrollment in them is 22,140 and the number completing a four-year course is 2,536.

The outlay in 1919-20 for new buildings, sites and repairs for the past year was \$2,645,515.

The total number of high schools teaching agriculture is 42; 13 of these were established last year.

Are You Educated?

Whom, then, do I call educated?

First, those who manage well the circumstances which they encounter day by day and who possess a judgment which is accurate in meeting occasions as they arise and rarely miss the expedient course of action; next, those who are decent and honorable in their intercourse with all men, bearing easily and good-naturedly what is unpleasant or offensive in others, and being themselves agreeable and reasonable to their associates as it is humanly possible to be. Furthermore, those who hold their pleasures always under control and are not unduly overcome by their misfortunes, bearing up under them bravely and in a manner worthy of our country; finally, and most important of all, those who are not spoiled by their successes and who do not desert their true selves, but hold their ground steadfastly as wise and soberminded men, rejoicing no more in the good things which have come to them through chance than those which through their own nature and intelligence are theirs since birth.

Those who have character which is in accord, not with one of these things, but with all of them—these, I maintain, are educated and whole men, possessed of all the virtues of a man.—ISOCRATES in *Panathenaius*, 436-338 B.C., quoted in *Minnesota Journal of Education*.

Egypt: Rural Schools

Rural schools occupy an important place in the vast plan of educational reform envisaged by the Minister of Education. It is felt that the purpose of rural schools should be to raise the standard of the countryside to the highest possible level and to link education with agriculture and those rural industries of which the village is most in need. Boys should, moreover, be gradually prepared for village communal life in a way that makes the work that awaits them in their surroundings appeal to them. The education given should be essentially practical, even general education and culture bearing the rural imprint. In each school there should be a graduate of a school of agriculture to teach the boys the rudiments of agricultural knowledge, and also a graduate of a technical school to teach the children of the village those rural industries of which they are in need. These are for the most part raffia, reed, osier and papyrus work. Similarly, in girls' schools there should be graduates of the schools of housewifery to teach domestic crafts, feminine arts, housecleaning and domestic economics, including plain cooking, befitting the simple requirements of the village. The minister has already discussed his plan for rural schools with the technical staff of his department, in collaboration with the ministers of agriculture and social affairs, and be-

FROM THE PRESS

Carteret. Beaufort residents today (Feb. 5) were without drinking water after firemen pumped sea water into the city water main while fighting a three-alarm blaze that destroyed the Beaufort consolidated school building early today.

Mecklenburg. The county school board meeting yesterday decided to give 25 per cent of all insurance business of the school department to mutual companies and 75 per cent to stock companies.

Iredell. Members of the county board of education heard a request yesterday at their monthly session from the principals of the Union Grove and Troutman schools to discontinue Saturday schools but after careful consideration of the request the board voted to carry the plan through as it was first planned.

Transylvania. Plans for improving and lighting the athletic fields at Brevard High School and Brevard College were discussed at a meeting of the Brevard Athletic Association at the city hall here Tuesday night (Feb. 7).

Catawba. The Catawba County Schoolmasters Club went on record at a meeting held at Banoak School on Wednesday night (Feb. 14), as approving Federal aid to schools in North Carolina and discussed school legislation now before the North Carolina General Assembly.

Lenoir. Lenoir County's 170 State-allocated teachers and Kinston's 90 State-allocated teachers will receive their locally paid bonus of \$48 each on February 20, it was announced Tuesday (Feb. 13).

Charlotte. The first of a series of local conferences to be held in various cities of North Carolina to promote co-operation and understanding between the public and the schools and to consider postwar problems of education will be held at Hotel Charlotte on Friday afternoon, February 23.

Winston-Salem. The Winston-Salem Retail Merchants Association board of directors today went on record as approving the nine-point school program as proposed by the North Carolina Education Association and the State Parent-Teacher Association.

Greensboro. Supt. Ben L. Smith reported this afternoon (Feb. 9) that 3,220 mothers of pupils enrolled in the regular day classes of Greensboro public school system were shown by a recent survey to be gainfully employed daily outside the home.

New Hanover. Plans by the board of education to establish a junior college, first at New Hanover High School and later at Lake Forest School, when elementary facilities there are no longer required, were disclosed today (March 14) by Dr. J. T. Hoggard, board chairman.

tween them they have drawn up the syllabus of the first year in these schools so that a start may be made without delay.

**NORTH CAROLINA
PUBLIC SCHOOL
BULLETIN**

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STUDENT LEGISLATURE—NEW HANOVER HIGH SCHOOL, WILMINGTON

APRIL 1945
Vol. IX » No. 8

In This Issue . . .

| | PAGE |
|--|-------|
| Superintendent's Letter | 2 |
| Editorial Comment | 3 |
| Child Health Conferences to Be Held This Summer | 4 |
| N. C. Children Excell in Selling War Bonds..... | 4 |
| Davidson Superintendent Is Milkman Too..... | 4 |
| National Boys and Girls Week to Be Observed April 28-May 5 | 4 |
| C. B. S. Education Executives Outline "School of the Air" for 1945-46 | 4 |
| Former Department Member Dies | 4 |
| Planning Committee for Vocational Education Is Appointed | 5 |
| Four Reasons Given As Basis for Opposition To H. R. 515 | 5 |
| School Leaders of Nation Opposed to Legislation Now On Peacetime Military Training | 5 |
| Organization Service Available to Groups of Community | 5 |
| Make V-Day R-Day, Says Conn. Commissioner Reorganization..... | 6 |
| Vocational Rehabilitation Division Completes New Publication Lists All Accredited Higher Institutions..... | 6 |
| Tool Identification Contest Held in Union County..... | 6 |
| Schools Asked to Help Collect Used Clothing | 6 |
| Senator Bailey Is Opposed to Federal Aid..... | 7 |
| Book on High School Records Reviewed..... | 7 |
| Child Health Day May 1 (box) | 7 |
| Booklet Entitled "FM for Education" Written | 7 |
| New Visual Aids for Training in Schools and Industries Are Announced | 7 |
| State School Facts | 8-9 |
| Governor Names Members of New Education Board | 10 |
| New Textbook Law Changes Selection Method | 10 |
| Teacher's Kit On Railway Transportation Available | 10 |
| Negro High School Improves Its Instructional Program..... | 10 |
| Aid for Citizenship Week (box)..... | 10 |
| Sixteen Units Required for H. S. Graduation | 11 |
| Carnegie Endowment Sponsors International Relations | 11 |
| War Brought Changes to Charlotte Schools. According to Observer Staff Writer..... | 11 |
| Notes From Here and Yonder (box)..... | 11 |
| Free Textbooks Provided for Eighth Grade..... | 11 |
| Laws, Rulings and Opinions | 12-13 |
| Public School Laws Amended..... | 14 |
| "Winning the Peace" Kits Distributed to High Schools..... | 15 |
| Guilford County Superintendent to Retire..... | 15 |
| Building Mistakes Avoided by Making Plans Now..... | 15 |
| Davis Goes to Chapel Hill; Ready to Roanoke Rapids..... | 15 |
| Perry Prepares Bibliography On Audio-Visual Aids..... | 15 |
| Blanchard Advises Against Purchase of Stokers..... | 15 |
| From the Past | 16 |
| How to Dodge the Issue (box)..... | 16 |
| Brazil: Teaching of Spanish..... | 16 |
| From the Press..... | 16 |

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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by the

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Vol. IX

APRIL, 1945

No. 8

STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

April 10, 1945.

To Superintendents, Principals and Teachers:

We are nearing the close of another school year. As I look ahead to next year, and to the next several years, the most serious cloud on the educational horizon is the lack of properly educated and equipped teaching personnel. In our colleges there is a very great decrease in the percent of the total enrollment who are preparing to teach. Of those who prepare to teach the percent of those who enter upon teaching is much smaller than it once was. The situation is so serious that it is incumbent upon us to do everything in our power to interest promising high school graduates to prepare for teaching.

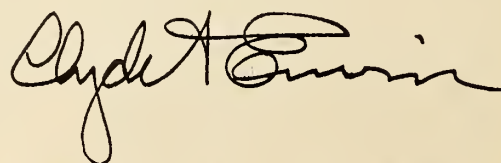
I am urging that teaching as a profession be seriously presented to the seniors of all our high schools before they are graduated this spring. They can be assured that the financial rewards will be substantially greater than ever before. Next year a beginning teacher with a Class A certificate will receive a basic salary of \$125 per month for nine months. When peace comes again, and our economics are not determined by the abnormalities of war, I am confident the good teacher will not labor under financial handicaps or be discriminated against.

Teaching, as a profession, should offer a challenge to the high school graduate. It is a broad field of social service and, therefore, has compensations other than monetary. But one interested in becoming a teacher should see in the profession "(1) a favorable initial salary, (2) increases with experience, (3) security of employment, (4) retirement benefits, (5) satisfaction in rendering a vital service to society, (6) a wide variety of aspects or fields from which to select a satisfying type of service, (7) vacations that make possible study, travel or recreation, and (8) a consistent demand for competent services."

I should like for the teacher to feel that she herself may be the largest single factor in interesting a high school graduate to become a teacher. This has been well stated in a Report on Studies in Teacher Education, 1941-44, with which some of you are familiar, and from which I quote: "Both the teacher's personality and his teaching are important through indirect aspects of guidance. The personality of the effective teacher serves as a model for the adolescent who admires and respects him. Great teachers have always been imitated by their pupils. The teaching also has a profound effect on the outlook, points of view and values held by the pupil. If it is of superior quality, it yields, in addition to sound scholarship, a respect for our social heritage and a love of sharing and enjoying that heritage with others. A pupil with such an equipment is predisposed to enter the profession. Thus the teacher and good teaching are fundamental."

You will pardon me for writing at this length, but I am so greatly concerned about the future supply of good teachers that I want to leave undone nothing which I can do.

Very truly yours,



State Superintendent of Public Instruction.

EDITORIAL COMMENT

New School Legislation

Although the public school laws enacted by the General Assembly of 1945 do not stand out quite as prominent as when the laws were passed making provision for the 12-year program, free textbooks and the nine-months term, when considered as a whole, it may be said that they definitely provide for further improvement in the public school opportunities offered the children of the State.

In the first place, a substantial increase was made in the appropriation for the operation of the nine-months term, this increase in the main for the specific purpose of increasing the salaries of teachers and principals. Not considering the "emergency salary" provision, the increase in the appropriation for 1945-46 over 1944-45 was more than three million dollars. This increase provides for a salary schedule beginning with \$125 monthly for beginning teachers holding Class A certificates and extending with yearly increases to \$162 monthly for teachers with nine years experience. Proportionate increases were provided for teachers holding other types of certificates, and principals were allowed ten months pay for ten months service.

If the "emergency salary" provision of \$10 monthly on a calendar basis is paid, and there seems to be unanimous agreement that it will, certainly during 1945-46, then there will be an additional increase in the appropriation for the support of the nine-months school term amounting to over 3½ million dollars. The total increase for next year will be nearly \$6,400,000.

With this increase in funds, although it is not as great as that advocated by the several organizations, which under the title United Forces appeared as a group before the Legislature, the teachers will receive an increase of approximately \$20 per month and principals will be permitted pay for an extra month's work performing duties incident to the opening and closing of schools.

These increases should have a tendency to hold teachers on the job a little better than has been the case and to attract new and better teacher talent for the ensuing years. It will help also to produce better business in the communities in which these teachers are employed. Then, too, the children will come in for their share in the increase by retaining the services of the better qualified teacher or in securing a better trained new teacher.

But the General Assembly of 1945 did more than increase the funds for the support of the nine-months term. The appropriation for vocational education was increased from \$914,561 to \$1,112,026. Provision was made for furnishing free basal textbooks to children of the eighth grade, which likewise called for an additional appropriation of \$235,000. And finally, the amount appropriated for purchasing school bus-

es was increased from \$650,000 annually to \$1,338,764 in 1945-46.

The total amount appropriated for the public schools in 1945-46, including the emergency salary, was approximately \$47,560,000. When this is compared with the 1944-45 total appropriation of \$40,139,000, it will be observed that it represents an increase of \$7,421,000. And so, even though it may not meet the needs, it does represent a decided advance in the appropriation of public school funds.

In addition to the appropriations made for these several purposes the General Assembly also extended the upper limit of the compulsory attendance age from 14 to 15 years in 1945-46 and to 16 years in 1946-47. The new law, however, is not applicable "to children living on farms or engaged in commercial fishing or fisheries," nor may it apply to boys engaged "in any gainful occupation and/or employment permitted by the labor laws of this State" for six months after the duration of the war.

The provision for a new method of adopting textbooks, the setting up of eight educational districts from which State Board members would be appointed, the enactment of a fiscal control act, and the provision for a revolving fund from which payments due lunch rooms could be advanced were other important actions of the 1945 General Assembly.

Surely, we must admit that some progress has been made. Whether each separate act passed means progress, time only will prove. Suffice it to say that legislative sentiment in the majority was in favor of the bills enacted into law and so they are now the law.

Schools and Recreation

The General Assembly of 1945 passed one act, although not strictly a public school law, which relates very closely to public education. We have reference to the law creating a State Recreation Commission.

Prior to the enactment of this law a number of municipalities had provided recreation facilities, but there

was no State agency to coördinate these several local agencies or to give any local group assistance in organizing a program of recreation.

The new law sets up a State commission, defines its powers and duties, and provides for the employment of an executive director and such other persons as may be needed to carry out its provisions. Some of the duties of the commission are to study and appraise recreational needs of the State, to coöperate in the promotion and organization of local recreational systems, to aid in recruiting, training and placing recreation workers, to establish recreation standards, and to coöperate with other State, Federal and private agencies in the promotion of recreational opportunities.

It seems to us that here is an opportunity for school people to really play a large part in the further promotion of activities that will serve the youth of our State and thus make a further contribution to the health, education and welfare of the citizenship of the State. The schools operate nine months during the year, and accordingly teachers are paid for nine months' service. Beginning next year principals will be paid ten months for ten months' service in connection with the schools. Many of these school people would like to be employed and render service for a longer period in order that they might increase their annual remuneration. So it seems that here is an opportunity for a trained personnel to be further employed in connection with recreation programs during the summer months. In other words, under local sponsorship, some of the teachers and principals could be used to work with those children who will not be otherwise engaged, and most of them perhaps will not, in a worthwhile program of recreation. The schools, therefore, should coöperate closely with this State recreation program that is just beginning under State supervision. This movement can mean a great deal in the life of the State.

Life Goes On In N. C.

The increase in the birth rate for North Carolina during recent years guarantees a continuation of school entrants six years later. The total births, according to the State Board of Health, are as follows:

| | |
|-----------|--------|
| 1936..... | 76,321 |
| 1937..... | 79,244 |
| 1938..... | 79,903 |
| 1939..... | 78,957 |
| 1940..... | 81,615 |
| 1941..... | 85,210 |
| 1942..... | 89,854 |
| 1943..... | 96,168 |

The average rate per 1,000 population increased during this period from 22.1 to 26.4. There were increases among each race—white, Negro, Indian, the rate among Negroes being slightly higher.

(Continued on page sixteen)

Cover Picture

This picture shows the New Hanover High School student legislature, consisting of ten representatives from each of the four classes. The legislature meets biweekly and upon call by the president of the student body. Among the powers of the student legislature is the regulation of traffic and conduct in the school building and on the school grounds, of social functions, of collection and expenditure of student government funds, of financial activities of all school organizations, of all general activities of the student body. Both members of the advisory faculty board serve as advisors to the student legislature.

Child Health Conferences To Be Held This Summer

Child health conferences will be held this summer at the following institutions: Woman's College, Greensboro, June 7 to July 20; University of North Carolina, Chapel Hill, July 18 to August 29. These conferences are sponsored jointly by the University, other State educational institutions and the School-Health Coördinating Service, a division operated jointly by the State Department of Public Instruction and the State Board of Health. It is the aim of these conferences to further integrate the efforts of State and local education and health organizations and other interested agencies in providing more adequate health services and in improving the health of North Carolina's school children.

At these conferences courses will be offered in Child Health Problems, School and Community Health Problems, Methods and Materials in Health Education, Nutrition, Mental and Sex Hygiene. Integrated with these courses will be conferences, discussions, demonstrations, field trips and workshops. A demonstration school organized as a day camp will be operated in connection with each unit. All possible measures designed to improve the health of each child will be carried out.

Six semester hours credit, advanced, undergraduate or graduate, will be given to properly qualified individuals; also appropriate certification credit will be allowed.

A limited number of scholarships, which cover approximately one half of the expenses for the six-weeks period, have been provided for teachers from all parts of the State. The conferences will be particularly valuable to teachers from counties in which the School-Health Coördinating Service has worked or is expected to work in the near future.

Any teacher in the State who is interested in the conferences should get in touch with his or her principal and superintendent, or write to Dr. W. P. Jacobs, School-Health Coördinating Service, Box 2091, Raleigh, N. C.

N. C. Children Excell in Selling War Bonds

North Carolina schools, with a total sales of \$11,617,038, rank fifth among the states in war bond and stamp sales for the fall school term ending December 23, 1944. It was recently reported by the War Finance Division of the Treasury Department.

Through the efforts of superintendents, principals, teachers and students alike, the schools purchased last fall the following equipment for the armed forces: 783 field ambulances, 104 jeeps, three tanks, 15 miscellaneous, 147 planes as follows: 41 liaisons, 37 army primary trainers, 26 SNJ navy scout trainers, 18 pursuit planes, two P-51 Mustangs, eight F6F "Hellcats," three SB2C "Helldivers," six hospital service, two TBF "Avengers," two PBM Martin Mariners and one B-29 bomber.

The above pieces of equipment were actually sponsored by North Carolina schools and decalcomanias bearing name of school, or school group, which sponsored each particular piece of equipment were placed in them by the manufacturers.

Davidson Superintendent Is Milkman Too

Supt. Paul F. Evans, of Davidson County, has a cow. There's nothing novel about owning a cow, however. There are perhaps a number of school men who own cows.

What is novel in the Davidson superintendent's case is the fact that he milks the cow, getting up at seven each morning in order to do the milking. Superintendent Evans does the milking again at seven in the evening.

Another novel feature about Superintendent Evan's cow is that she has made a high production record, producing 515 pounds of butterfat and 14,507 pounds of milk in the ten-months division.

Superintendent Evans has been notified recently that his cow has taken the lead for all of North Carolina's senior four-year-old Holsteins in this division.

Still another remarkable fact about this "one cow" dairy operated by Superintendent Evans is the cow's name — Junior Order Beets Segis Gloria. Superintendent Evans states that he has learned quite a bit about the advantages of balanced feed, a regular milking period, and the fine response one gets from the good treatment of cows. He does not state how much "transfer of learning" he has found from this new experience, but he affirms that he now has more butter and milk than he can use, and that in addition to learning a good deal about dairying he was able to help out a little in the war effort.

National Boys and Girl Week to Be Observed April 28-May 5

National Boys and Girls Week celebrates its 25th anniversary this year from April 28 to May 5, inclusive, it was recently announced by the National Boys and Girls Week Committee, 35 East Wacker Drive, Chicago 1, Ill.

The purpose of this celebration, it is announced, is fourfold: (1) To focus public attention upon boys and girls, their potentialities, and their problems, to the end that increasing numbers of adults may be awakened to the joys and opportunities of youth service and inspired to participate; (2) to give impetus to year-round programs of character building activities for the general welfare of boys and girls, and to acquaint the public with the agencies which are serving this purpose; (3) to emphasize the importance of a sound body, a trained mind and spiritual growth in the complete development

of the boy and girl, and to emphasize the important functions of the home, the church and the school in such development; (4) to emphasize the need for instilling in boys and girls the love of country and respect for its laws and established institutions and of bringing to each the realization of his duties and responsibilities as a citizen.

Suggestions as to what can be done by schools and other groups and detailed plans for the observance will be furnished free on request to the above named committee.

CBS Education Executives Outline "School of the Air" for 1945-46

A series of programs dramatically portraying North American history and life was outlined by CBS education executives at the 15th annual meeting of the National Board of Consultants of Columbia's American School of the Air, which was held in February.

In addition to considering the North American series, tentatively termed "The American Story," the board members heard Lyman Bryson, CBS Director of Education, outline plans for next season's School of the Air programs on science, music, literature, history and geography.

Other matters which the board considered included the need for laying increased stress on vocational guidance in the science series, plans for presenting notable CBS broadcasts of the past on the literature series, and presenting a noted news analyst on the current events programs. The American School of the Air music committee will meet next month to discuss the music series.

The board discussed also the problem of identifying foreign characters through dialects spoken by actors on School of the Air programs, and means of increasing the utility of the *Teacher's Manual*, which this year reached a distribution of nearly 200,000 copies, as an aid in class listening.

At the opening of the conference, Leon Levine, Broadcast Director of American School of the Air, outlined current activities, traced School of the Air's growth to worldwide proportions; its utilization by the Coördinator of Inter-American Affairs, the Army and the OWI for overseas transmission; and the increase in adult audiences over the past 15 years.

Former Department Member Dies

Frank A. Edmonson, more recently superintendent of the Beaufort County schools and a member of the State Department of Public Instruction from 1923 to 1927, died March 11 in a Charlotte hospital where he had been a patient for several months.

Mr. Edmonson retired last year as superintendent of the Beaufort County schools where he had been for the past nine years. Before going to Beaufort he had been superintendent of the Mecklenburg County system for eight years. Prior to going with the State Department, Mr. Edmonson was superintendent of the Avery County schools for 12 years.

Planning Committee for Vocational Education Is Appointed

State Superintendent Clyde A. Erwin announces the appointment of a State committee, sponsored jointly by the State Department of Public Instruction and the North Carolina Education Association, to study the problems of vocational education. While the primary objective of the study, it is learned, is to plan for the special needs of North Carolina, the committee will also function in cooperation with the Southern States Work Conference Study. A report of progress will be made at Daytona Beach, Fla., when the conference meets this summer.

The committee is composed of the following persons: J. Warren Smith and Guy B. Phillips, co-chairmen; Dr. John R. Ludington, secretary, and T. E. Browne, Ella Stephens Barrett, Randolph Benton, J. K. Coggin, A. B. Combs, Catherine Dennis, James A. Gerow, Alice Paulucas, Dr. H. A. Perry and Dr. L. E. Spikes.

The committee had its initial meeting in Raleigh, March 13. Dr. John Wheeler, a member of the Steering Committee for the Southern States Study Conference, from the University of Georgia, met with the group to give the underlying philosophy of the study. Dr. Ludington was requested to collect and assemble statistical material for the committee's studies.

Four Reasons Given As Basis for Opposition To H. R. 515

In appearing before the Congressional Committee to testify against H. R. 515, the Compulsory Military Training Bill, the National Commission for the Defense of Democracy Through Education gave four reasons as a basis for its opposition to the Bill. These were:

1. No determination of policy on compulsory military training should be made until the necessity for it is indicated by world events and those men and women now in military service have had an opportunity to express their opinions on the matter.

2. Adoption of compulsory military training now would be equivalent to serving notice upon the world that our country is preparing for a third world war.

3. One year of military training for men is of far less importance as a military safeguard than twelve years of education for all of our youth in well-organized, competently-staffed schools.

4. If only a part of the vast expenditure required by the proposed compulsory military training were used for the improvement of our present educational program, it would be of greater value from a military standpoint and would be of far greater social and economic worth.

School Leaders of Nation Opposed to Legislation Now On Peacetime Military Training

School administrators and teacher leaders are strongly opposed to the enactment of Federal legislation now which would set up a system of peacetime compulsory military training in the United States.

On the basis of a questionnaire submitted by the National Education Association in January of this year, the great majority, 82 per cent, of the 3,800 replies received stated that they were not opposed to *all* compulsory training, but that they, 68 per cent, do not think that now is the time to decide the issue; 64 per cent do not believe that the one-year program of compulsory training currently proposed is sound.

When a breakdown of the replies is made as to the opinions of superintendents, principals and teachers separately, it is found that the percentage replies to each question is lowest in the case of teachers. On the query as to whether the question of compulsory military training should be settled now or after the war, the proportion of teachers for a later or after-the-war decision was 63 per cent, superintendents 67 per cent, and principals 70 per cent. In other words, principals were more in favor of a delay in deciding this important question than either teachers or superintendents.

On the question as to the giving of one-year of compulsory military training in military camps under the direction of regular military agencies, teachers as a group was 60 per cent not in favor of such a program, whereas 63 per cent of the superintendents and 68 per cent of the principals voted "no" on this proposition.

On the third query, that of opposition to all compulsory military training, 79 per cent of the teachers group voted "no," whereas 83 per cent of the superintendents and 81 per cent of the principals were not in favor of *all forms* of peacetime military training.

The fact that 82 per cent of all educators were not opposed to *all forms* of compulsory military training and that 64 per cent did not favor the proposed one-year program, left open the place for some alternate program. The association provided for opinions on alternative plans, but due to the fact that they were so varied they could not be tabulated. The most frequently mentioned suggestions, however, arranged in the approximate order of frequency, were the following:

1. Not necessarily opposed; still unconvinced as to the need.

2. Military training should be coordinated with education.

3. Military training should be made compulsory in high schools and colleges.

4. Military agencies should not exercise exclusive control over the program.

5. The training should be given in a series of summer camp periods.

6. A year of training is too long.

7. The training program should not be strictly military.

8. Military training should constitute an "extra year" in high school.

Organization Services Available to Groups Of Community

Communities desiring the services of persons to assist in the organization of community councils or similar organizations may secure such aid from the following State organizations: The North Carolina Conference for Social Service, represented by Dr. Gordan Blackwell, Box 1125, Chapel Hill; the North Carolina Recreation Committee, which is directed by Dr. Harold D. Meyer, Box 1139, Chapel Hill, and the United States War Fund of North Carolina, which has a full-time community organization consultant, Edward A. Conover, Raleigh.

That schools and school people are interested in community organizations of various kinds is vouchsafed by the fact that many of the problems that confront teachers and principals are rooted in the community life, poor house conditions, health and nutritional problems, etc., can be remedied or improved only through community action. Many school people take an active part in civic clubs, community councils and parent-teacher organizations, and these all help to improve the community; but in many communities there is a desire to improve existing organizations or establish new ones. That is where the three organizations listed above can help.

In addition to the personal service rendered, the United War Fund issues a little publication *Where We Live*, which is now being sent to some superintendents and principals. A limited number of additional school officials may, upon request, be added to the mailing list of this publication.

And so North Carolina is becoming more community-organization conscious.

Make V-Day R-Day, Says Connecticut Commissioner

Dr. Alonza G. Grace, State Commissioner of Education for Connecticut, has issued a recent statement concerning V-Day in Europe, which the North Carolina schools might well follow. "The celebration of V-Day," Dr. Grace writes, "must be tempered with the knowledge that thousands of our own flesh and blood have died on foreign soil; that the civilian population of most of the world for five years has endured privation, sacrifice and indignity."

(Continued on page six)

Vocational Rehabilitation Division Completes Reorganization

The reorganization of the Vocational Rehabilitation Division of the State Department of Public Instruction is now practically complete, it is announced by Supt. Clyde Erwin. Superintendent Erwin pointed out that a very large number of veterans, in addition to the thousands of disabled civilians who have always been eligible for rehabilitation since the program began in 1920, are now being provided with rehabilitation services under the enlarged program. He also stated that under Public Law 113 all disabled veterans not eligible for rehabilitation services of the Veterans Administration, including 4-F's, non-combatants and merchant seamen, may now apply for rehabilitation services offered by the State Department of Public Instruction and the Federal government on a matched fund basis.

Services offered by this Department include: Guidance, training, prosthetic appliances, physical restoration, hospitalization and any other service necessary to prepare and place the disabled in gainful employment. The objective is to enable disabled persons to become self-supporting citizens, to make taxpayers out of actual or potential tax consumers. Disabilities recognized in considering eligibility include: Hearing and visual defects, amputations or disabling conditions of extremities; tuberculosis (arrested); cardiac, diabetic and neurosis conditions. Any permanent physical or mental impairment which constitutes a vocational handicap may lead to rehabilitation services.

Applications for services may be filed with the district field supervisors for vocational rehabilitation. Those interested should call or write the office nearest their place of residence.

Chas. H. Warren is the State Director of Vocational Rehabilitation; H. E.

MAKE V-DAY R-DAY

(Continued from page five)

And so, he says, "This is not the time for parades, holidays, merrymaking. V-Day, upon the fall of Germany, or when victory is complete should not be a holiday for schools."

"I recommend, therefore, that we keep school and regard this as R-Day—a day on which we shall:

1. *Rededicate* our educational effort and ourselves to the principals of liberty and to the way of life for which we have fought.

2. *Replace* force with reason as a means of solving world problems and insuring a durable peace.

3. *Reaffirm* our faith in the freedom of religious thought through prayer for those of our fellow schoolmates and neighbors who shall not return.

4. *Recreate* in our American concept of living a sense of personal responsibility and moral value rather than to perpetuate materialism.

5. *Restate* our belief in the dignity of the individual, the community as the cell of democracy, and the home as the fundamental social institution.

6. *Refrain* from intolerant practices. It is recommended that each school prepare a program based on these or other objectives. It is not too early to develop school and local committees to plan such a program.

Springer is Assistant Director. H. A. Wood is Case Work Supervisor; James T. Barnes is Physical Restoration Supervisor; and Katherine Barrier is Medical Social Work Consultant. The Central Offices are located at 427 Agriculture Building, Raleigh, North Carolina. The personnel of the District Offices and the territories served by each Supervisor are as follows:

DISTRICT NO. 1 OFFICE — County Court House, Asheville: C. L. Haney: Buncombe, Henderson, Polk, Rutherford; French Toms: Cherokee, Clay, Graham, Haywood, Jackson, Macon, Madison, Swain, Transylvania; A. W. Baker: Alleghany, Ashe, Avery, Burke, Caldwell, McDowell, Mitchell, Watauga, Wilkes, Yancey.

DISTRICT NO. 2. OFFICE — 721 East Trade Street, Charlotte: A. B. Starnes: Gaston, Mecklenburg; T. M. Wilson: Anson, Davidson, Montgomery, Richmond, Rowan, Stanly, Union; O. D. Holbrook: Alexander, Cabarrus, Catawba, Cleveland, Iredell, Lincoln.

DISTRICT NO. 3. OFFICE—Dixie Building, Greensboro: Elmer W. Crawford: Davie, Forsyth, Rockingham, Stokes, Surry, Yadkin, Guilford; Raymond G. Willis: Alamance, Caswell, Chatham, Durham, Lee, Moore, Orange, Person, Randolph.

DISTRICT NO. 4. OFFICE—Commercial Building, Raleigh: W. Rea Parker: Granville, Vance, Wake; W. C. Wilson: Bladen, Columbus, Cumberland, Hoke, Robeson, Sampson, Scotland; A. A. Chiemiego: Franklin, Halifax, Harnett, Johnston, Nash, Warren.

DISTRICT NO. 5. OFFICE—City Hall, Greenville: John W. Blackman: Edgecombe, Lenoir, Pitt, Wilson; R. N. Childress: Brunswick, Carteret, Craven, Duplin, Greene, Jones, New Hanover, Onslow, Pamlico, Pender, Wayne; W. C. Callaway: Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Gates, Hertford, Hyde, Martin, Northampton, Pasquotank, Perquimans, Tyrrell, Washington.

New Publication Lists All Accredited Higher Institutions

Publication of the latest edition of "Accredited Higher Institutions" was announced today by the U. S. Office of Education, Federal Security Agency.

The present bulletin, "Accredited Higher Institutions, 1944," is the seventh in a series published at intervals of about four years from the first issue in 1917 to the last in 1938.

Since the publication of the last edition in 1938, schools and departments of chemistry, schools of nursing education, and schools offering training in various fields allied to medicine have

been accredited. These lists are included in the 1944 edition.

"Accredited Higher Institutions, 1944" is divided into two parts. Part I contains a compilation of universities, colleges, junior colleges, and teacher-training institutions accredited by voluntary and State agencies. Part II contains lists of professional and technical schools accredited by, or which are members of, organizations dealing with the standards of such schools and departments.

The new bulletin, "Accredited Higher Institutions" (1944 No. 3), may be obtained by purchase from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., for 25 cents each.

Tool Identification Contest Held in Union County

A county-wide tool identification contest sponsored jointly by the Monroe Hardware Company and the agriculture teachers of Union County was recently held at the Monroe Hardware Store. One hundred different items were selected for the contest. Equipment valued at \$32 was donated by the sponsors as prizes.

The following boys and the schools which they represented were the prize winners: First prize, Edwin Smith, Marshville; second prize, Bob Winchester, Mineral Springs; third prize, Theron Pope, Union; fourth prize, Weaver Helms, Indian Trail; fifth prize, Bobby Helms, Waxhaw; sixth prize, J. V. Rusning, Unionville; seventh prize, Willie Helms, Wesley Chapel; and eight prize, Paul Steele, Jackson.

Schools Asked to Help Collect Used Clothing

All educators of the nation have been requested to enlist the help of the school children in the collection of good used clothing for distribution to the needy in the countries devastated by war in a letter from Henry J. Kaiser, National Chairman, United National Clothing Collection for War Relief.

Mr. Kaiser writes as follows:

"The drive will occur in April and will be the only nation-wide clothing collection for overseas war relief in the spring of 1945. All war relief agencies and UNRRA are uniting with us.

"Local committees are being set up in every locality in the United States and all interests and forces in each community are to be mobilized for co-operation. The schools are of vital importance in reaching our goal of 150,000,000 pounds of clothing.

"The United National Clothing Collection calls upon all educators—superintendents, principals, and teachers—to enlist the help of the school children of America in our newest war effort, the collection of good used clothing. These children have done an outstanding job selling war bonds and stamps, saving scrap and paper. I am sure that, under your guidance and inspiration, they will once again achieve magnificent results in their efforts to collect clothing."

Senator Bailey Is Opposed to Federal Aid

Josiah W. Bailey, senior Senator for North Carolina, disclosed last month in a letter to a departmental official that he is "opposed to Federal aid to help local and State schools." Clyde R. Hoey, junior Senator from the State, came out several weeks ago in favor of the bill proposing Federal aid to the states for the public schools now before Congress, provided the bill left control of the schools in the hands of the states.

Senator Bailey gave as his reasons for opposing Federal aid to the states for schools the following:

"First, the Federal Government is now confronted with a debt of 300 billions of dollars. It cannot take on new appropriations and responsibilities. Over against this the states have been reducing their debts. I fully agree that the teachers ought to be paid better salaries, but they cannot safely look to the Federal Government now. The Federal Government must reduce its expenditures and must seek every means of avoiding new expenditures. At the present moment our revenue income is above 40 billions of dollars but we are spending 80 billions. Before the war came on the Federal Government was spending about 3 billion dollars each year more than its income, and we had accumulated a debt of nearly 50 billions of dollars. To go on at this rate is to plan the ruin of the Federal Government.

"Second, I am opposed to any policy tending to predicate Federal control of our public and State schools. I know it is proposed that the Federal Government shall appropriate 300 millions a year for the public schools and it is proposed that the Federal Government shall not have any supervision or control over the public schools. I am sure that this cannot be made good. The Federal Government will supervise the schools sooner or later if they look to the Federal Government for part of their support.

"The school system in North Carolina has made great progress under State and county management. It should be kept close to the people. They have the means of making of the school system whatever they wish to make it for better or for worse. The State has been enjoying income above its expenditures. The people of any county have the power to give the schools everything that is necessary. Why should they look to the Federal Government and take the risk of Federal supervision?"

Book on High School Records Reviewed

YOUR HIGH SCHOOL RECORD—Does It Count? R. D. Falk, South Dakota Press, Pierre, S. D., \$2.25. This unique and attractively bound volume in green and maroon, with spiral binding, has the appearance of a high school yearbook. It is one of the most outstandingly different books, and very effective in its manner of presentation, that has come out recently.

It is a compilation of reproduced letters and other forms used by personnel directors and other employing

officials of many of the nation's best known business and industrial institutions to "put across" to high school students that their high school records really do count, that business and industries know what they want and that they will get it, that the employer no longer chooses blindly but checks closely upon the qualifications of his future employees, that the attitudes and qualities they are developing in their high school days are important factors in their future success, that their superintendent and principal sooner or later, are going to be called upon to recommend them.

All letters, addressed to Mr. Falk, and reproduced in the book, tell what those companies want and expect. Samples of all kinds of ratings are shown: application for a position blank, employee's rating report, reference blanks used to get information from references, interviewer's analysis blank, personality and character trait rating blank (in many cases, actual filled-in blanks are shown).

The attractive layout cannot help but win readers; the author has written in the margin many pen-written notes and comments, as well as printed boxed-in ones.—Nettie Black, Effingham High School, Effingham, Illinois, in *Business Education Digest*.

Child Health Day May 1

"A Birth Certificate for Every Baby in the U. S. A." has been chosen as the slogan for this year's observance of Child Health Day, May 1.

Child Health Day has many educational values. This year's topic is one that should have the attention of all school children. The birth certificate is used as evidence of age and citizenship in establishing claims to many rights and privileges.

Parent-teacher associations might well use "Child Health Day" as the topic for one of their meetings. In addition, teachers who visit their students' homes might bring the subject to the attention of the children's parents and the children themselves. Teachers of vocational agriculture and home economics in rural areas can be of great help, since birth registration in those areas is less complete than in other sections of the country.

Materials, including information, statistics and other suggestions for action may be secured from the Children's Bureau of the U. S. Department of Labor, Washington 25, D. C.

Booklet Entitled "FM for Education" Written

FM for Education is the title of a 54-page publication by William Dow Boutwell, former director of radio and information services in the U. S. Office of Education. Its purpose is to acquaint educators, school board members and others interested in the possibilities of radio as an educational medium, with the new potentialities afforded through the specially reserved space in the ultra-frequency broadcasting band for non-commercial educational broadcasting.

Shaping of plans to develop the FM allocation for education is a post-war problem deserving immediate attention. This new publication has been prepared to answer such major questions as these: What is FM? What will an FM educational station cost? How can an FM educational station be used? By school systems? By colleges and universities? What audiences can an educational FM station serve? What steps are necessary to acquire an FM station?

A limited number of free copies are available on request to the Script and Transcription Exchange, or in quantities may be purchased for 20 cents each through the Superintendent of Documents, U. S. Government Printing Office.

New Visual Aids for Training In Schools and Industries Are Announced

The release of 32 new training films, to aid in the training of workers in vocational schools and war industries, was announced recently by the U. S. Office of Education, Federal Security Agency.

The new films, 16-mm. sound motion pictures, cover a variety of subjects, such as woodworking, foundry work, aircraft maintenance, and machine shop work. Two are of special importance in rehabilitation work, showing the use of blind workers in industry. Another film, "Care of the Cardiac Patient" is an addition to the U. S. Office of Education Nursing Series. Accompanying each motion picture is a filmstrip, which reviews important points in the film, and an instructor's manual. The new films were planned and supervised by technical experts and visual educators. Subjects were chosen for today's training needs and were approved by the War Manpower Commission. Actual production was handled under contract by various producers specializing in this type of film.

U. S. Office of Education visual training aids may be purchased from 250 visual education dealers located throughout the country, or ordered directly from Castle Films, 30 Rockefeller Plaza, New York 20, N. Y.

A list of titles of the new films and prices may be secured from the U. S. Office of Education, Washington, D. C.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

First Grade Survivals

This study is concerned with the number of pupils enrolled in the first grade—the relation of this number with the second grade enrollment of the next succeeding year and with the number of births that occurred during the sixth year preceding the first grade enrollment.

Table I

The first table shows for the State for whites and Negroes this first relationship. The figures presented indicate two trends:

First, they show that the number of pupils, both white and Negro, in the first grade tends to decrease. In 1923-24, the table shows that there were 116,077 white and 90,645 Negro pupils in the first grade. This number increased for both races till 1927-28, since which year the trend in first grade enrollment has been downward except for the year 1930-31 in the case of Negro pupils. The records show that there were 72,444 white and 53,253 Negro children enrolled in the first grade during 1943-44.

Second, they show that the relation of the first grade enrollment to that of the second grade of the following year is becoming closer. In 1923-24, the first grade enrollment was 116,077 whites and 90,645 Negroes; the second grade for 1924-25, the following year, was 72,915 and 38,773, respectively, for these races. In 1942-43, however, the first grade enrollments for these races were 75,346 and 56,439, respectively, whereas the second grade enrollment in 1943-44 were 65,668 for whites and 32,561 for Negroes.

The table further shows that the decrease in the number of those remaining in the first grade for two years or more has been constant for the white race since 1929-30 and for the Negroes since 1931-32. The decrease for white pupils remaining in the first grade has been from 38 per cent in 1929-30 to 12.8 per cent in 1942-43. For the Negroes, this decrease has been from a high percentage of 64.2 in 1927-28, to 42.3 in 1942-43.

In other words, the table shows that the school situation as it relates to the first grade enrollment is definitely better than it has been in the past, and furthermore that the trend is in the direction of becoming still better. For the white race, the figures indicate that 87.2 per cent survive today as compared with 62 per cent in 1929-30. For the Negro race percentage of the first grade survivals in 1927-28, the peak year, was only 35.8 and this percentage increased to 57.7 in 1942-43.

Table II

Still another factor indicating that the first grade situation is becoming better is shown by a comparison of the number of births six years preceding the year of first grade enrollment with that enrollment. Birth statistics show that the number of births of white children range from 51,837 in 1919 to 60,665 in 1925 during the period from 1918 to 1938. As compared with first grade enrollment these figures are fairly constant.

II. FIRST GRADE ENROLLMENT AND BIRTHS

| YEAR | WHITE | | | | NEGRO | | | |
|--------------|-------------|------------------------|-----------------------|-----------------|-------------|------------------------|-----------------------|-----------------|
| | FIRST GRADE | BIRTHS SIX YEARS PRIOR | EXCESS IN FIRST GRADE | PER CENT EXCESS | FIRST GRADE | BIRTHS SIX YEARS PRIOR | EXCESS IN FIRST GRADE | PER CENT EXCESS |
| 1923-24..... | 116,077 | 52,143 ('18) | 63,934 | 122.6 | *90,645 | *23,372 | 67,273 | 287.8 |
| 1924-25..... | 116,346 | 51,832 ('19) | 64,514 | 124.5 | *89,870 | *22,019 | 67,851 | 308.1 |
| 1925-26..... | 116,851 | 57,054 ('20) | 59,797 | 104.7 | *90,321 | *24,351 | 65,970 | 270.9 |
| 1926-27..... | 119,345 | 60,529 ('21) | 58,816 | 88.4 | *91,419 | *26,927 | 64,492 | 239.5 |
| 1927-28..... | 123,367 | 56,314 ('22) | 67,053 | 119.0 | *98,271 | *25,945 | 72,326 | 278.8 |
| 1928-29..... | 121,291 | 58,221 ('23) | 63,070 | 108.3 | *95,842 | *25,969 | 69,873 | 269.3 |
| 1929-30..... | *119,625 | *58,684 ('24) | 60,941 | 103.8 | 94,026 | 26,359 | 67,667 | 256.7 |
| 1930-31..... | *110,399 | *60,665 ('25) | 49,735 | 82.0 | 90,696 | 25,279 | 65,417 | 259.4 |
| 1931-32..... | 111,935 | 61,115 | 50,820 | 85.3 | 92,404 | 26,359 | 66,045 | 263.4 |
| 1932-33..... | 109,844 | 60,665 | 49,179 | 84.4 | 90,321 | 26,359 | 63,962 | 259.4 |
| 1933-34..... | 108,451 | 60,665 | 47,786 | 82.0 | 89,870 | 26,359 | 63,511 | 259.4 |
| 1934-35..... | 104,040 | 60,665 | 43,375 | 81.1 | 87,851 | 26,359 | 61,492 | 259.4 |
| 1935-36..... | 93,024 | 60,665 | 32,359 | 74.6 | 83,731 | 26,359 | 57,372 | 259.4 |
| 1936-37..... | 84,632 | 60,665 | 23,967 | 68.4 | 73,307 | 26,359 | 46,948 | 259.4 |
| 1937-38..... | 83,731 | 60,665 | 23,066 | 67.3 | 72,915 | 26,359 | 46,556 | 259.4 |
| 1938-39..... | 83,673 | 60,665 | 23,008 | 67.2 | 71,947 | 26,359 | 45,588 | 259.4 |
| 1939-40..... | 80,002 | 60,665 | 19,337 | 64.4 | 71,898 | 26,359 | 45,539 | 259.4 |
| 1940-41..... | 79,684 | 60,665 | 19,019 | 64.0 | 70,807 | 26,359 | 44,448 | 259.4 |
| 1941-42..... | 79,170 | 60,665 | 18,505 | 63.7 | 70,807 | 26,359 | 44,448 | 259.4 |
| 1942-43..... | 75,346 | 60,665 | 14,681 | 67.3 | 65,668 | 26,359 | 39,309 | 259.4 |
| 1943-44..... | 72,444 | 60,665 | 11,779 | 63.7 | 65,668 | 26,359 | 39,309 | 259.4 |

The first grade enrollment, on the other hand, has also been greater than the number of births of each preceding sixth year, the excess for the white race ranging from 67,053 in 1927-28 to 17,778 in 1943-44. The trend is definitely downward in this respect, thus indicating in another way the improvement in the school situation with respect to the first grade.

For the Negro race the differences between first grade enrollment and number of births are much greater than for the whites. There has been remarkable improvement nonetheless in the situation, the percentage of excess of first grade enrollment over births of the sixth year preceding having decreased from a high of 308.1 per cent in 1925 to 116.1 per cent in 1943-44. There has been a very definite trend downward with respect to this condition since 1933-34, the first year of the Statewide eight months school term.

Although this trend had begun earlier for the white race, this yearly improvement may be attributed in a large measure to the inauguration of this uniform term.

Tables III and IV

These two tables present some interesting figures with reference to the subject discussed but which space permits only brief comment. Due to shifts in population or other causes the second grade in some units is greater than the first grade enrollment of the preceding year. The units vary widely, as will be noted. On the whole the percentage remaining in the first grade is greater in the case of Negro pupils, 46.2 per cent as against 14.6 per cent for white pupils; and also greater in county units than in city units. This pattern if differences is duplicated in other aspects of public education.

I. FIRST GRADE SURVIVALS

| YEAR | WHITE | | | | NEGRO | | | |
|--------------|-------------|--------------------------|--------------------------|----------|-------------|--------------------------|--------------------------|----------|
| | FIRST GRADE | SECOND GRADE (Survivals) | REMAINING IN FIRST GRADE | Per Cent | FIRST GRADE | SECOND GRADE (Survivals) | REMAINING IN FIRST GRADE | Per Cent |
| | Number | Number | Number | Per Cent | Number | Number | Number | Per Cent |
| 1923-24..... | 116,077 | 72,915 | 43,162 | 37.2 | 90,645 | 38,773 | 51,872 | 57.2 |
| 1924-25..... | 116,346 | 72,909 | 43,437 | 37.9 | 89,870 | 36,851 | 53,019 | 59.0 |
| 1925-26..... | 116,851 | 72,409 | 44,442 | 38.0 | 90,321 | 36,069 | 54,252 | 60.1 |
| 1926-27..... | 119,345 | 74,946 | 44,399 | 37.2 | 91,419 | 35,921 | 55,098 | 61.4 |
| 1927-28..... | 123,367 | 78,052 | 45,315 | 36.7 | 98,271 | 35,212 | 63,059 | 64.2 |
| 1928-29..... | 121,291 | 80,033 | 41,258 | 34.0 | 95,842 | 33,148 | 62,694 | 63.3 |
| 1929-30..... | 119,625 | 74,115 | 45,510 | 38.0 | 94,026 | 34,200 | 59,826 | 63.6 |
| 1930-31..... | 110,399 | 75,635 | 34,764 | 31.5 | 90,696 | 34,919 | 55,777 | 61.5 |
| 1931-32..... | 109,844 | 73,807 | 29,037 | 27.7 | 92,547 | 36,498 | 56,049 | 60.6 |
| 1932-33..... | 108,451 | 74,829 | 27,622 | 27.0 | 92,712 | 37,098 | 55,614 | 60.0 |
| 1933-34..... | 104,040 | 71,898 | 23,586 | 24.7 | 91,911 | 37,225 | 54,686 | 59.5 |
| 1934-35..... | 94,040 | 71,947 | 22,093 | 23.5 | 83,506 | 35,072 | 48,434 | 58.0 |
| 1935-36..... | 93,024 | 72,307 | 20,717 | 22.3 | 76,797 | 34,164 | 42,633 | 55.5 |
| 1936-37..... | 84,632 | 67,373 | 17,259 | 20.4 | 73,764 | 33,939 | 39,825 | 54.0 |
| 1937-38..... | 83,731 | 65,021 | 15,710 | 18.8 | 72,777 | 33,899 | 38,878 | 52.7 |
| 1938-39..... | 83,673 | 65,650 | 15,023 | 18.0 | 71,014 | 34,192 | 36,822 | 51.9 |
| 1939-40..... | 80,002 | 66,946 | 13,056 | 16.3 | 66,677 | 33,605 | 33,072 | 49.6 |
| 1940-41..... | 79,684 | 67,168 | 12,516 | 15.7 | 64,106 | 33,911 | 30,195 | 47.1 |
| 1941-42..... | 79,170 | 67,896 | 11,274 | 14.2 | 60,992 | 33,874 | 27,118 | 44.5 |
| 1942-43..... | 75,346 | 65,668 | 9,678 | 12.8 | 56,439 | 32,561 | 23,878 | 42.3 |
| 1943-44..... | 72,444 | 65,668 | 5,776 | 7.9 | 53,253 | 32,561 | 20,692 | 38.9 |

III. FIRST GRADE ENROLLMENT, 1942-43—COUNTY UNITS

| COUNTY UNITS | WHITE ENROLLMENT | | | | NEGRO ENROLLMENT | | | |
|-------------------|-------------------|-------------------|-------------------|---------------|-------------------|-------------------|-------------------|---------------|
| | 1st Grade 1942-43 | 2nd Grade 1943-44 | No. Left in First | Per Cent Left | 1st Grade 1942-43 | 2nd Grade 1943-44 | No. Left in First | Per Cent Left |
| Alamance..... | 657 | 612 | 45 | 6.8 | 442 | 229 | 213 | 48.2 |
| Alexander..... | 383 | 347 | 36 | 9.4 | 49 | 7 | 14.3 | |
| Alleghany..... | 311 | 205 | 106 | 34.1 | 16 | 9 | 7 | 43.7 |
| Anson..... | 246 | 218 | +2 | .8 | 295 | 442 | 70.0 | |
| Ashe..... | 993 | 643 | 380 | 38.3 | 73 | 17 | 70.8 | |
| Avery..... | 677 | 456 | 221 | 32.6 | 6 | 5 | 16.7 | |
| Beaufort..... | 372 | 325 | 47 | 12.6 | 473 | 267 | 206 | 43.6 |
| Bertie..... | 296 | 266 | 30 | 10.1 | 136 | 130 | 66 | 48.5 |
| Bladen..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Camden..... | 268 | 243 | 25 | 9.3 | 136 | 130 | 66 | 48.5 |
| Chatham..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Craven..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Cumberland..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Dare..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Davidson..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| DeWitt..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Durham..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Forsyth..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Gaston..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Granville..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Henderson..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Hertford..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Johnston..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Lincoln..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Martin..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Mecklenburg..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Monroe..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Morgan..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Newbern..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Onslow..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Orange..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Perquimans..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Rockingham..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Salem..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Swain..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Taylorsville..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Tobacco..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Wake..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Wayne..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |
| Yamhill..... | 276 | 243 | 33 | 11.9 | 136 | 130 | 66 | 48.5 |

*Includes Indians.

IV. FIRST GRADE ENROLLMENT, 1943-44—CITY UNITS

| CITY UNITS | WHITE ENROLLMENT | | | | NEGRO ENROLLMENT | | | |
|----------------|----------------------|----------------------|----------------------|------------------|----------------------|----------------------|----------------------|------------------|
| | 1st Grade 1942-43 | 2nd Grade 1943-44 | No. Left in First | Per Cent Left | 1st Grade 1942-43 | 2nd Grade 1943-44 | No. Left in First | Per Cent Left |
| Albemarle | 183 | 179 | 4 | 2.2 | 6 | 2 | 4 | 66.7 |
| Andrews | 212 | 162 | 50 | 23.6 | 48 | 48 | 6 | 14.3 |
| Asheboro | 189 | 177 | 12 | 6.3 | 286 | 230 | 56 | 19.6 |
| Asheville | 513 | 502 | 11 | 2.1 | 162 | 109 | 53 | 32.7 |
| Burlington | 423 | 421 | 2 | .5 | 18.4 | 9 | 12 | 57.1 |
| Canton | 358 | 292 | 66 | 18.4 | 21 | 5 | 10 | 14.9 |
| Chapel Hill | 32 | 47 | 15 | 46.9 | 67 | 699 | 42 | 5.7 |
| Charlotte | 1,154 | 1,154 | 28 | 2.4 | 741 | 71 | 10 | 1.4 |
| Cherryville | 124 | 141 | 17 | 13.7 | 48 | 37 | 11 | 22.9 |
| Clinton | 87 | 91 | 4 | 4.5 | 145 | 100 | 45 | 31.0 |
| Concord | 251 | 273 | 22 | 8.7 | 87 | 71 | 16 | 18.4 |
| Durham | 633 | 593 | 40 | 6.3 | 579 | 531 | 48 | 8.3 |
| Edenton | 89 | 79 | 10 | 11.2 | 125 | 127 | 63 | 32.0 |
| Elizabeth City | 156 | 164 | 8 | 5.1 | 190 | 142 | 49 | 25.7 |
| Elm City | 86 | 82 | 4 | 4.7 | 191 | 191 | 31 | 13.0 |
| Fayetteville | 158 | 114 | 44 | 27.8 | 253 | 207 | 62 | 24.5 |
| Farmington | 234 | 219 | 15 | 6.4 | 238 | 207 | 31 | 13.0 |
| Franklin | 74 | 75 | 3 | 4.1 | 136 | 72 | 10 | 13.9 |
| Fremont | 30 | 34 | 4 | 13.3 | 72 | 62 | 10 | 13.9 |
| Gastonia | 532 | 464 | 68 | 12.8 | 141 | 109 | 32 | 22.7 |
| Glen Alpine | 103 | 108 | 5 | 4.9 | 42 | 20 | 22 | 52.4 |
| Goldsboro | 262 | 234 | 28 | 10.7 | 345 | 219 | 126 | 36.5 |
| Greensboro | 642 | 614 | 28 | 4.4 | 323 | 267 | 56 | 17.3 |
| Hamlet | 193 | 156 | 37 | 19.2 | 310 | 167 | 143 | 46.1 |
| Henderson | 253 | 257 | 4 | 1.6 | 168 | 109 | 59 | 35.1 |
| Hendersonville | 89 | 102 | 13 | 14.6 | 270 | 208 | 62 | 22.1 |
| Hickory | 377 | 358 | 19 | 5.1 | 117 | 68 | 49 | 41.9 |
| High Point | 675 | 638 | 37 | 5.5 | 257 | 166 | 91 | 35.4 |
| Kannapolis | 528 | 517 | 11 | 2.1 | 49 | 72 | 23 | 29.7 |
| Kings Mountain | 197 | 156 | 41 | 20.8 | 127 | 28 | 1 | 3.7 |
| Laurens | 205 | 216 | 11 | 5.4 | 162 | 149 | 13 | 8.0 |
| Laurensburg | 166 | 145 | 21 | 12.7 | 171 | 94 | 77 | 45.0 |
| Leaksville | 455 | 430 | 25 | 5.5 | 135 | 69 | 66 | 48.9 |
| Lenoir | 199 | 186 | 13 | 6.5 | 59 | 54 | 5 | 8.5 |
| Lexington | 271 | 239 | 32 | 11.8 | 94 | 36 | 58 | 61.7 |
| Lincolnton | 123 | 117 | 6 | 4.9 | 26 | 24 | 4 | 7.7 |
| Lumberton | 173 | 154 | 19 | 11.0 | 175 | 131 | 44 | 25.1 |
| Madison | 127 | 97 | 30 | 23.6 | 90 | 40 | 50 | 55.6 |
| Marion | 267 | 250 | 17 | 6.3 | 44 | 42 | 2 | 4.5 |
| Monroe | 107 | 92 | 15 | 14.0 | 87 | 77 | 10 | 11.5 |
| Mooreville | 153 | 154 | 1 | .7 | 55 | 36 | 19 | 34.5 |
| Morganton | 185 | 177 | 8 | 4.3 | 72 | 38 | 34 | 47.2 |
| Morven | 43 | 31 | 12 | 27.9 | 275 | 106 | 169 | 61.4 |
| Murphy | 235 | 226 | 9 | 3.8 | 12 | 33 | 15 | 31.3 |
| New Bern | 155 | 113 | 42 | 27.1 | 48 | 4 | 8 | 66.7 |
| Newton | 169 | 177 | 8 | 4.7 | 230 | 165 | 65 | 28.3 |
| No. Wilkesboro | 77 | 82 | 5 | 6.5 | 58 | 25 | 6 | 19.3 |
| Oxford | 136 | 122 | 14 | 10.3 | 345 | 263 | 82 | 23.8 |
| Pinehurst | 41 | 36 | 5 | 12.2 | 67 | 23 | 44 | 65.7 |
| Raleigh | 540 | 480 | 60 | 11.1 | 425 | 298 | 127 | 29.9 |
| Red Springs | 49 | 38 | 11 | 22.5 | 244 | 118 | 126 | 51.6 |
| Reidsville | 193 | 180 | 13 | 6.7 | 149 | 94 | 56 | 36.9 |
| Roanoke Rapids | 195 | 183 | 12 | 6.2 | 115 | 85 | 30 | 26.1 |
| Rockingham | 130 | 115 | 15 | 11.5 | 140 | 87 | 53 | 37.9 |
| Rocky Mount | 286 | 266 | 20 | 7.0 | 250 | 239 | 11 | 4.4 |
| Salisbury | 246 | 230 | 16 | 6.5 | 149 | 90 | 59 | 39.6 |
| Sanford | 130 | 107 | 23 | 17.7 | 94 | 82 | 12 | 12.8 |
| Shelby | 322 | 293 | 29 | 9.0 | 69 | 57 | 12 | 17.4 |
| Southern Pines | 39 | 32 | 7 | 17.9 | 69 | 56 | 13 | 18.9 |
| Statesville | 206 | 216 | 10 | 4.9 | 226 | 166 | 60 | 26.5 |
| Tarboro | 140 | 122 | 18 | 12.9 | 70 | 47 | 23 | 32.9 |
| Thomasville | 236 | 215 | 21 | 8.9 | 70 | 18 | 14 | 43.7 |
| Tryon-Saluda | 95 | 91 | 4 | 4.2 | 32 | 79 | 78 | 49.7 |
| Wadesboro | 116 | 108 | 8 | 6.9 | 157 | 79 | 33 | 17.6 |
| Washington | 190 | 179 | 11 | 5.8 | 188 | 155 | 33 | 17.6 |
| Weldon | 92 | 65 | 27 | 29.3 | 398 | 206 | 292 | 73.4 |
| Wilson | 214 | 214 | ..... | ..... | 334 | 270 | 64 | 19.2 |
| Winston-Salem | 771 | 732 | 39 | 5.1 | 761 | 686 | 75 | 9.9 |
| TOTAL | 16,637 | 15,559 | 1,078 | 6.5 | 11,586 | 8,409 | 3,177 | 27.4 |
| TOTAL | 58,709 | 50,109 | 8,600 | 14.6 | 44,853 | 24,152 | 20,701 | 46.2 |

+ Increase.

+ Increase.

Governor Names Members of New Education Board

The ten appointive members of the new State Board of Education provided for under an amendment to the Constitution passed at the November, 1944, election were named by Governor R. Gregg Cherry during the closing days of the General Assembly and confirmed by that body in joint session. The new Board, which will take office on April 1, consists of eight members representing the eight educational districts prescribed by the Constitutional amendment and set up by legislative enactment and two members from the State at large. An additional three persons, the Lieutenant Governor, the State Treasurer, and the State Superintendent of Public Instruction, serve as ex-officio members of the Board.

The membership of the Board as now constituted and the counties of the district which they represent consists of the following persons: Lieutenant Governor L. Y. Ballentine, Chairman; State Treasurer Charles M. Johnson; State Superintendent of Public Instruction Clyde A. Erwin, Secretary; *first district*, J. A. Pritchett, Windsor, for a term of two years—Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Gates, Hertford, Hyde, Martin, Pasquotank, Perquimans, Pitt, Tyrrell, and Washington; *second district*, A. McL. Graham, Clifton, eight years—Brunswick, Carteret, Craven, Duplin, Greene, Jones, Lenoir, New Hanover, Onslow, Pamlico, Pender, Sampson, and Wayne; *third district*, A. S. Brower, Durham, six years—Durham, Edgecombe, Franklin, Granville, Halifax, Johnston, Nash, Northampton, Vance, Wake, Warren, and Wilson; *fourth district*, H. E. Stacy, Lumberton, four years—Bladen, Columbus, Cumberland, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, and Scotland; *fifth district*, Sanford Martin, Winston-Salem, four years—Alamance, Caswell, Chatham, Davidson, Forsyth, Guilford, Orange, Person, Rauldolph, Rockingham, and Stokes; *sixth district*, Mrs. R. S. Ferguson, Taylorsville, two years—Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, Davie, Iredell, Rowan, Surry, Watauga, Wilkes, and Yadkin; *seventh district*, Dr. Julian S. Miller, Charlotte, six years—Anson, Cabarrus, Cleveland, Gaston, Lincoln, Mecklenburg, Stanly, and Union; *eighth district*, D. Hiden Ramsey, Asheville, eight years—Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, and Yancey; and two members from the State at large: Dr. B. B. Daugherty, Boone, for a term of eight years, and Alonzo C. Edwards, Hookerton, for a term of four years.

All of these members, except Messrs. Pritchett, Ramsey, Daugherty, and Mrs. Ferguson were members of the Board provided for under the 1942 amendment to the Constitution. The 1944 amendment reduced the membership by two by the provision of eight members from educational districts and two from the State at large instead of 12 members from the Congressional districts of the State.

New Textbook Law Changes Method of Selection

Under the terms of a law enacted by the General Assembly, which recently adjourned the "selection and adoption" of all textbooks used in the public schools is placed in control of the State Board of Education, the main change from the old law being that of selection. The new law provides for a Textbook Commission, which is to examine and file a written evaluation on each book offered for adoption to the State Board of Education; whereas formerly each of the two examining committees, elementary and high school, simply made up a multiple list, which was submitted to the Board. In each case the Board makes the adoption. The new law provides for only one Textbook Commission, but since the personnel comprises seven teachers and principals from the elementary grades and five from the high school grades, who evaluate books in their respective fields, the ultimate effect is the same as the old law provided.

Another important provision of the new law wherein it differs from the old is that which provides for the Textbook Commission to meet with the Board and jointly examine the reports, which the various members make. After this meeting is held the Board selects from the evaluated list all books which satisfy the Board in meeting the teaching requirements in the grade or grades for which they are offered.

Teacher's Kit On Railway Transportation Available

In response to a widespread interest among school officials and teachers in illustrated railroad material, the Association of American Railroads has prepared and made available a set of pictures and two booklets known as the *Teacher's Kit for a Study of Railway Transportation*, which may be procured by superintendents and principals free of charge for teachers who will actually use the material in classroom work. A companion booklet entitled *Railroads at Work*, keyed to the *Teacher's Kit* and designed especially for distribution to pupils in classes where the kit is to be used will also be furnished. Principals are asked not to request more of the kits and companion booklets than will actually be used in the classrooms, since the supply is limited because of war conditions. The association's address is Transportation Building, Washington 6, D. C.

Negro High School Improves Its Instructional Program

The Parmele High School for Negroes, a 10-teacher school located at Parmele in Martin County, has given particular attention recently to the improvement of its instructional program. In an effort to make this program more child-centered, a philosophy has been developed which provides "experiences that will help individuals to understand themselves, and to acquire such insight that will permit them to develop into the most efficient persons they are capable of becoming." For the implementation of this philosophy, which is geared to attainable goals, the following specific provisions have been made:

1. Courses in library procedures were provided for twelfth grade pupils. These pupils are doing such a good job that it has increased their interest in library services as a vocation.

2. A business course is being developed. The class began with the use of two personal typewriters, but interest grew to such an extent that three typewriters have been purchased and three additional ones secured as a loan. This course is very popular with the group.

3. Choral groups have been started in each room of the elementary school, with the talented voices selected to form the elementary school's choral group.

4. Various physical activities have been provided as a part of the school's physical fitness program—games including setting-up exercises, basketball, table tennis, softball, relay races, first aid stunts and talks on health and health practices.

5. A dramatic club for both boys and girls who are interested in entertaining themselves and others has been formed.

6. A homemakers group has been organized for the purpose of making their surroundings more livable.

Aid for Citizenship Week

Citizenship Program Aids: A Co-operative Project is the title of a new 72-page pamphlet issued by the Office of Educational Services of the Immigration and Naturalization Service in cooperation with the NEA Committee on Citizenship. This pamphlet includes selections on Americanism, both in poetry and prose; several creeds and oaths found effective in citizenship ceremonies; quotations from foreign-born American citizens; and sample programs, illustrating the scope and patterns of successful ceremonies. The introduction calls attention to the origin and purpose of these ceremonies and the place of the public schools in community recognition of citizenship. It will be helpful in connection with Citizenship Week ceremonies which may center around the third Sunday of May which has been officially designated by Congress as Citizenship Recognition Day. Available for 15 cents from the Superintendent of Documents, Washington, D. C.

Sixteen Units Required for High School Graduation

Sixteen units are required for graduation from North Carolina public high schools, ten required and six elective. The ten required units are: English 4, Mathematics 1, Science (including Biology) 2, Social Studies (including U. S. History) 2, and Physical and Health Education 1. The six elective units may be selected by the student from the remaining subjects which the school offers. Small high schools are necessarily restricted in the number of electives offered, but most schools offer additional courses in mathematics, social studies and foreign languages, English, and social studies as well as music, art, business, home economics, agriculture, and industrial arts.

The outline of courses prescribed by the State are as follows:

| Required | Electives |
|-------------------------------|-----------------------------|
| | FIRST YEAR |
| English | Citizenship |
| Mathematics | General Science |
| Physical and Health Education | Home Economics |
| | Agriculture |
| | Industrial Arts |
| | Foreign Language |
| | Music |
| | Art |
| | SECOND YEAR |
| English | Mathematics |
| Biology | General Business Training |
| | World History |
| | Home Economics |
| | Agriculture |
| | Industrial Arts |
| | Physical & Health Education |
| | Foreign Language |
| | Music |
| | Art |
| | THIRD YEAR |
| English | Chemistry |
| U. S. History | Geography |
| | Geometry |
| | Home Economics |
| | Agriculture |
| | Foreign Language |
| | Business Education |
| | Physical Education |
| | Physical & Health Education |
| | Others offered |
| | FOURTH YEAR |
| English | Physical & Health Education |
| | Mathematics |
| | Business Education |
| | Economics and Sociology |
| | or Problems of Democracy |
| | Physics |
| | Agriculture |
| | Others offered |

Carnegie Endowment Sponsors International Relations

Do you have an International Relations Club in your school?

Do you wish assistance in the establishment of such a club?

If so, write to the Division of Inter-course and Education, 405 West 117th St., New York City, a division of the Carnegie Endowment for International Peace, for such publications.

There are 1,228 International Relations Clubs all over the world—342 in high schools in the United States. The Endowment's 1944 Year Book explains that these clubs are groups of students meeting regularly to discuss the international situation. "The sole condition of affiliation of such a group with the Endowment," says the Year Book, "is that freedom of speech shall be respected. This in itself precludes propaganda and partisan activities."

War Brought Changes to Charlotte Schools According to Observer Staff Writer

Amazing changes have been brought about in the Charlotte city schools "out of the crucible of war," according to Henry Daugherty, staff writer of the *Charlotte Observer*, in a recent article in that paper.

Changes in curriculum, changes in education objectives, changes in students, all the way from the first grade to twelfth grade have come, he said. These changes are amazing, he says, "because of their revolutionary nature, and intriguing because, unlike the destructive objectives of war, they point to constructive objectives."

Some of the specific changes mentioned by Mr. Daugherty, which he learned from Supt. Henry P. Harding, whom he calls "student of teen-age psychology, a man who watches the signs that forecast events," and whom he states is "ever conferring with his teachers, ever studying their reports and analyzing them," are the following:

1. Boys 16 and 17 dearly love mathematics. This is contrasted with the time when boys of this age "searched heaven and earth for reasons why they should cut mathematics, algebra, physics and kindred topics."

2. "They (these boys) are going in for the sciences, too," he stated.

3. "They are awakening to the importance of good health."

4. "They are tense, and extremely studious."

5. Girls are war-conscious, too. "More of them are going out of high school

into colleges, more are studying for business positions than ever before, and large numbers are specializing for enlistment in the WACS and WAVES."

But let Mr. Daugherty tell more. He says:

"The boys in the 16 and 17 age groups are interested in mathematics, because they will need them when called to the services. They are interested in physics, mainly because they wish to be pilots aboard airplanes, or to otherwise serve in the air. They are interested in health, because now they realize more than their fathers what health really is and what it means. They are studying special courses, designed to fit them for commissions when they enter the army or navy."

"Another change not especially important, but nevertheless welcome, is that the army and navy and good jobs have pulled the overgrown bullies and idlers out of the schools. In peacetime years these drones became headaches to teachers, principals and to the superintendent of schools. Well, they have been pretty well weeded out."

"During the coming months the city schools will embark upon an intensified health program, all pointing to healthy living."

"Vocational education will be arranged and scheduled so that the student, returning from war, will be able to carry on without interruption."

"All of this has been inspired by the changes in attitude and actions of students, wartime necessities, lessons taught by cruel battles and hardship, from the South Pacific to Belgium and Holland."

Free Textbooks Provided For Eighth Grade

Free basal textbooks will be provided to children of the eighth grade beginning with the school year 1945-46 in accordance with an act of the General Assembly amending Sec. 115-293 of the General Statutes of North Carolina. In order to carry out the provisions of this change in the law there was included in the Appropriations Act the sum of \$235,000 for the year 1945-46 and \$105,000 for the year 1946-47.

This provision for free textbooks for students in the eighth grade is in line with Governor Cherry's recommendation on this question. Basal textbooks have been previously furnished to pupils in the first seven grades under a law enacted by the General Assembly of 1937. Since that year the public schools have been changed from a 11-year system to a 12-grade system with the first eight grades designated as the elementary school. The present provisions, therefore, simply extends the free textbook plan to include all elementary grades under circumstances now set up.

Notes From Here And Yonder

Teachers of physical education:

Two former football players now in Congress, Representatives Sam Weiss (D), of Pennsylvania, and Fred Hartley (R), of New Jersey, have introduced a bill calling for mandatory physical training for American children and youth. The bill proposes a nine-member commission charged with promoting fitness through physical training, competition, and all athletic sports, including camping. A companion bill will soon be introduced in the Senate.

No acceleration: A check among 4,000 students in 41 colleges shows that they prefer the prewar type of college instruction instead of the accelerated systems introduced as a result of the war. The survey was made by the American College Publicity Association.

Presidents: The following former U. S. presidents have taught school some time during their lifetime: John Adams, James Madison, John Quincy Adams, Jackson, Tyler, Fillmore, Pierce, Garfield, Cleveland, McKinley, Taft, Wilson and Harding.

Left-handed desks: Brown University, in Rhode Island, has provided left-handed desks for students. A manufacturer, who supplied the order of one-armed, left-handed chairs, is now ready to deliver similar chairs to other schools.

LAWS, RULINGS AND OPINIONS

Educational Bills Introduced

NOTE: A partial list of bills relating to public education was presented in the February number of this publication. Those given below complete this list. The May issue will give the list of the bills enacted into law. The annotations in parentheses were prepared by the Institute of Government as issued in its daily *Legislative Bulletin*.

HB119. Hatch and Uzzell. "To provide for the withholding of accumulated contributions of the State Retirement System for the purpose of repaying employers who have overpaid members thereof." (Would amend subsection 6 of "G. S. 135-5, which authorizes an employee leaving the service of the State to withdraw the accumulated contributions standing to his credit by providing that nothing shall be paid until his employer has been reimbursed for any overpayment of salary; also that if he does not apply for withdrawal within 60 days, the employer shall be reimbursed by the Retirement System under such rules as the Trustees may prescribe.) To Unemployment Compensation.

HB140. Whitfield and Gobble. "To fix minimum salaries of teachers in the public schools of the State and to provide a war bonus in addition thereto." (Would provide a minimum salary schedule for next biennium within following ranges: G2 to G11, \$143 to \$179; A0 to A9, \$125 to \$162; B0 to B6, \$110 to \$132; C0 to C5, \$100 to \$116; Elementary A0 to Elementary A4, \$90 to \$103; Elementary B0 to Elementary B3, \$80 to \$92; Non-standard, \$75. Would also provide a war bonus of \$10 per month in all grades.) To Education.

HB160. Stone. "To appoint certain members of the Boards of Education of the respective counties of North Carolina, fix their terms of office, and limit compensation at State expense." (Omnibus Boards of Education bill. Terms of those appointed begin first Monday in April, for two years. Provides that per diem and mileage of not exceeding five members in each county to be borne out of State School Fund; for any number in excess of five, out of the county school fund.) To Education.

HB187. McDonald. "To provide for the alteration or dissolution of city school administrative units composed of two municipalities and abolishing existing tax levies in such units and authorizing new levies to supplement the school standard therein." (Would authorize State Board of Education, upon petition of any city administrative unit composed of two municipalities with endorsement of county board of commissioners and board of education, to enlarge, reduce or dissolve such units and create new administrative units with boundaries ceterminus with boundaries of respective townships in which municipalities are situated. Existing special tax levies would cease at end of fiscal year in which such action taken, but new units would be authorized to levy a supplementary tax not in excess of 15 cents on \$100

valuation upon approval of popular vote.) To Education.

SB102. Penny. "To amend Section 143-59 of General Statutes to enable the Division of Purchase and Contract to take advantage of the sale of war surplus material." (As title indicates. Would authorize Director of Purchase and Contract with the approval of the Advisory Budget Commission to follow whatever procedure is deemed necessary to effectuate the purpose stated in the caption.) To Counties, Cities, and Towns.

SB127. Lumpkin. "To amend subsection 2 of Section 135-5 of the General Statutes of North Carolina relating to teachers' and State Employees' Retirement Act so as to compute retirement benefits as of age 65 rather than age 60 as at present. Would also, apparently (erroneous section reference), amend provision relative to retirement because of disability prior to age of retirement to allow retired employee 75 per cent of benefit he would have received at age 65 if he had continued in service at same rate of pay to that age.) To Appropriations.

SB140. Blythe, Penny, and others. "To create a State Recreation Commission." (Would establish a Recreational Commission to be composed of the Governor, the Superintendent of Public Instruction, the Commissioner of Public Welfare, the Director of the Department of Conservation and Development and seven members to be appointed by the Governor, at least one member to be a woman and one a Negro. Commission to elect its Chairman and to employ, with the approval of the Governor, an Executive Director who shall be its Secretary. Powers and duties of the Commission outlined including cooperation with local recreational systems, State and Federal agencies and the Recreation Advisory Committee. Commission authorized to accept gifts, bequests, devises, and endowments. Funds to be provided from the Contingency and Emergency Fund. Advisory Committee of thirty members created who shall meet with the Commission once each year.) To Public Welfare.

HB319. Barker and Smith. "To rewrite Section 130-183 of the General Statutes of North Carolina so as to require the immunization of young children against smallpox." (Would require all children to be vaccinated for smallpox before being allowed to enter any public, private, or parochial school, except upon physician's certificate that vaccination would be detrimental to child's health. Duty of parents or person in loco parentis to present child before a physician or the county health officer or county physician for vaccination. Certificate to be given to local health officer and copy to parents or person in loco parentis. Violation to be punishable by fine of not more than \$50 or 30 days imprisonment.) To Health.

HB320. Barker and Smith. "To amend and rewrite Section 115-92 of

the General Statutes of North Carolina relating to sanitary facilities in schools." (Would require public, private, and parochial nursery, kindergarten, elementary, and high school to maintain sanitary facilities, and empower State Board of Health and State Board of Education jointly to issue rules and regulations with regard thereto. Such schools to be inspected by State Board of Health annually before June 1, and it would be unlawful for those found to be in unsafe or insanitary condition to open. Inspections to be made as often as necessary. Expenditures for maintenance of sanitary facilities declared a necessary expense. Operation of school without sanitary facilities, or failure to provide funds therefore after notification, would be a misdemeanor punishable by a fine of \$10-\$50 or imprisonment for not more than 30 days.) To Health.

HB369. Askew. "To provide for the construction and erection of waiting stations on school bus routes." (Would appropriate \$75,000 for State's share of cost of construction, State to pay three-fourths of cost and respective counties to pay one-fourth, cost of each station not to exceed \$20. Stations to be of uniform design approved by State and county boards and State Highway and Public Works Commission. Latter to provide space on the right-of-way and supervise construction and maintenance. Stations to be at least one-half mile apart.) To Appropriations.

HB450. Stoney. "To amend Sections 115-309 and 115-310 of the General Statutes of North Carolina relating to the compulsory school attendance of deaf and blind children." (Would lower school age for deaf and blind children from seven to six and strike out provision in G. S. 115-310 that parents of such children may elect two years between the ages of seven and 18 that the children may remain out of school.) To Education.

HB477. Goodman and others. "To make Article 15, Chapter 116, of the General Statutes of North Carolina providing educational advantages of children of world war veterans applicable to children of veterans of World War Two." (Would extend benefits of G. S. 116-145, 146 and 147 to children of those who served in armed forces between December 7, 1941, and the date of the legal termination of the war, whenever the disabilities of such veterans come within the provisions of those sections.) To Veterans' Legislation.

HB498. Stone. "To amend Chapter 407, Public Laws of 1937, as amended." (Would amend G. S. 20-38 to exclude from the definition of 'for hire' vehicles in the Motor Vehicle Act of 1937 those vehicles whose sole operations consist solely in carrying fuel for the exclusive use of the public schools of the State.) To Education.

SB264. McBryde. "To provide a revolving fund for use by counties of the

State receiving Federal aid for school lunches." (As title indicates. Would authorize the Director of the Budget to advance out of the General Fund a sum not exceeding \$300,000 to be used by the State Board of Education to supply the casual deficits incurred by school administrative units while awaiting payment of claims filed for approved Federal aid for school lunches, amounts so advanced to be returned to the General Fund at the close of each school year. Counties required to give the State Board of Education liens on the prospective Federal funds. No advancement for a longer period than the approved Federal application, and none to be made for the last month's lunch room operation in any school year. Counties authorized to pledge their faith and credit for this purpose. State Board of Education to adopt rules and regulations. Advancement to be made only in those counties receiving Federal aid and only so long as the delay in receiving payment from the Federal Government requires it.) To Education.

SB270. McBryde. "To amend the School Machinery Act of 1939, and other parts of the school law." (Same as HB557.) To Education.

HB523. Stone and others. "To provide for free textbooks in the eighth grade of the public schools." (As title indicates.) To Education.

HB557. Stone. "To amend the School Machinery Act of 1939, and other parts of the school law." (Would amend G. S. 115-65 to provide that kindergartens established thereunder shall be subject to supervision by the State Department of Public Instruction and operated in accordance with standards set by the State Board of Education; amend G. S. 115-91 with reference to equipment for school buildings to make it apply to "public schools" rather than to "standard high schools"; make the provisions of G. S. 115-341 with reference to compensation for medical and funeral expenses of children injured by school busses apply to operation of busses on school grounds as well as in transporting children to and from school; amend G. S. 115-352 relative to school organization to provide that the State Board of Education may in its discretion change boundaries of city administrative units; amend G. S. 115-354 relative to the termination of teaching contracts by changing the words in the last sentence of the section from "within 10 days after the close of school," to "within 10 days after notice of reelection"; amend G. S. 115-355 to provide that teacher allotment shall depend upon "the first seven months of the preceding year during which continuous six months period the average daily attendance was highest"; amend G. S. 115-359 relative to summer school attendance by changing 1943 and 1944 to 1945 and 1946; amend G. S. 115-366 to provide that the State Board of Education may determine which State and local employees shall be required to give bond, may place bonds, and pay premiums thereon; amend G. S. 115-374 to add to end of first sentence provision that the State Board of Education shall

have the approval of the mechanics employed in the several county garages operated for the maintenance and repair of school busses"; amend G. S. 115-381 relative to lunch rooms to provide that they be operated on a non-profit basis, all profits to be used to reduce the cost of meals; amend G. S. 115-370, to provide that deductions shall not be made from salaries of vocational agriculture and home economics whose salaries are paid in part from State and Federal vocational funds while in attendance upon meetings approved by the county superintendents of public instruction or the State Director of Vocational Education.) To Education.

HB614. Whitfield. "To encourage the establishment of school practice forests in connection with vocational agricultural schools." (Would authorize the principal of any vocational agricultural high school, with approval of State Board for Vocational Education and county superintendent of public instruction, to acquire a tract of from 5 to 20 acres of woodland or open land suitable for forest planting, deeds to be to county board of education, such land to be placed under management of the department of vocational agriculture of the school and handled in accordance with plans approved by "some available publicly-employed forester.") To Education.

HB633. Quinn. "To require the appointment of monitors to preserve order in school busses in North Carolina." (Would require superintendent or principal of every public school to which students are brought by bus to appoint a monitor for each bus, the monitors to keep order and do other things necessary for the safe transportation of children.) To Education.

SB333. McBryde. "To divide North Carolina into eight educational districts." (Would divide the counties of the State into districts as follows, in accordance with Article IX Section 8 of the Constitution, as amended: *first district*, Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Gates, Hertford, Hyde, Martin, Pasquotank, Perquimans, Pitt, Tyrrell, Washington; *second district*, Brunswick, Carteret, Craven, Duplin, Greene, Johnston, Jones, Lenoir, New Hanover, Onslow, Pamlico, Pender, Sampson, Wayne; *third district*, Durham, Edgecombe, Franklin, Granville, Halifax, Nash, Northampton, Vance, Wake, Warren, Wilson; *fourth district*, Bladen, Columbus, Cumberland, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland; *fifth district*, Alamance, Caswell, Chatham, Davidson, Forsyth, Guilford, Orange, Person, Randolph, Rockingham, Stokes; *sixth district*, Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, Davie, Iredell, Rowan, Surry, Watauga, Wilkes, Yadkin; *seventh district*, Anson, Cabarrus, Cleveland, Gaston, Lincoln, Mecklenburg, Stanly, Union; *eighth district*, Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Yancey.) To Education.

HB723. Stone. "To divide North Carolina into eight Educational Districts." (Same as SB333.) To Education.

SB362. Weathers. "To amend Section 135-4 of the General Statutes of North Carolina relating to teachers and other State employees who entered the armed service of the United States." (Would make provision apply to teachers and other State employees who entered the armed services "on or after" September 16, 1940, instead of "after" September 16, 1940, as at present.) To Judiciary No. 2.

SB367. Barnes. "To amend Section 135-3 of the General Statutes of North Carolina relating to membership in the retirement system of State employees performing services for the Federal Government on a loan basis and by virtue of an executive order of the President of the United States." (Would declare such persons who were members of the Retirement System and had not withdrawn all of their accumulated contributions to be members of the retirement system while in the Federal service, permit them to resume active participation if re-employed by the State or its agencies within six months after cessation of Federal service, and permit them, at their election, to pay to the Board of Trustees with interest, the amount of their accumulated contributions which they had withdrawn and, also with interest, the amount of the contributions they would have made during the period of Federal employment if they had remained in the service of the State, such amount to be based on the salary they were making on the effective date of the executive order by which they were transferred.) To Finance.

HB802. Askew. "To provide for the construction and erection of waiting stations on school bus routes." (Would authorize State Board of Education and County Boards of Education within limits of available appropriations to construct waiting stations for school children along school bus routes; to be of a uniform design approved by State Board and at sites approved by the County Board and a representative of the SH & PWC not closer together than one-half mile. SH & PWC authorized to provide space for stations within right-of-way and to assume custodianship of them.) To Education.

HB820. Arthur. "To adopt official State colors for the State of North Carolina." (Would designate red and blue, of shades used in N. C. and U. S. flags, as State colors. Use of such colors on ribbons attached to State documents would be permissive but not mandatory.) To Conservation and Development.

SB383. McBryde. "To restore corporate existence to the State Board of Education." (Would create the State Board of Education as a corporation, so far as corporate powers are necessary to attain the objects of the Board, ratify all instruments executed in the name of the State Board of Education as constituted since April 1, 1943, and approve them as its corporate acts.) To Education.

SB384. McBryde. "To authorize the State Board of Education, in its discretion, to relinquish to the United States of America any claim for compensation for its interest subject to the

ease of the Inland Waterway of the lands within the boundaries of the Inland Waterway within the marine base, known as Camp Lejeune." (As title indicates. Would apply to condemnation proceeding in U. S. District Court, Eastern District of N. C. wherein the State Board of Education has been awarded compensation as follows: Tract E-681, 40.7 acres, \$80; Tract I-94, 106 acres, \$126; Tract N-4, 250 acres, \$330, of which the State's pro rata part would be about \$295, exceptions to all said awards having been filed by the U. S.) To Education.

SB385. McBryde. "Creating a Board of Trustees for the North Carolina Vocational Textile School, authorizing the Governor to appoint member thereof, and defining the duties of the same." (Would create a board of six members to be appointed by the Governor, 2 for 2, 2 for 3, 2 for 4 years, and thereafter terms to be four years. State Director of Vocational Education to be an *ex officio* member. Members of board to serve without compensation. Board authorized to take over and operate school, appoint officers and teachers and receive gifts. Term of office to begin July 1, 1945, and Board to take over all powers of board created by Chapter 360 of the Public Laws of 1941.) To Education.

SB386. McBryde and O'Berry. "To authorize the Governor to appoint a commission to study the need for area vocational schools and to allocate funds from appropriations already made for the establishment and maintenance of the same." (Would authorize Governor to appoint commission of eight, one of whom shall be designated as Chairman, with State Director of Vocational Education an *ex officio* member to investigate the feasibility of establishing a vocational school in each of the eight educational districts, and make findings of fact as to necessity, probable cost of establishment and maintenance, availability of funds, recommended courses of study and other needed information. Reports to be filed with the Governor from time to time. If from the reports, Governor finds need of any such school, he may authorize the State Board for Vocational Education to establish one or more and to use such funds as Governor and Council of State may make available from the contingency and emergency funds, vocational education funds, Federal grants or private gifts, promulgate rules and regulations, and use already established administrative units or establish new units. When new area vocational school units established, Governor to appoint a Board of Trustees for each.) To Education.

SB406. McBryde. "To provide for the selection and adoption of textbooks in the public schools; to provide for the selection of a textbook commission and other related matters." (Same as HB899.) To Education.

HB909. Alexander and Fisher. "To effectuate the educational rehabilitation of service men and women of World War II." (Provides that legislation be enacted by this General As-

sembly to appropriate from the post-war emergency fund of the State so much as may be necessary to provide free vocational, agricultural or professional training to all persons of the State whose educational training was interrupted by service in armed forces, or rehabilitation training for all persons who suffered service connected disability. Authorizes Veterans Affairs Committees to prepare and report an appropriate bill.) To Veterans Legislation.

HB973. Stone. "To amend Senate Bill No. 333 ratified on the 3rd day of March, 1945, entitled 'An Act to Divide North Carolina into Eight Educational Districts.'" (Corrects erroneous designation of sixth and seventh districts, which were reversed in Senate Bill No. 333.) Passed 3 readings.

SB453. McBryde. "To repeal an Act entitled an Act to restore corporate existence to the State Board of Education." (Would repeal SB383 which restored corporate existence to the State Board of Education.) Passed 2nd and 3rd readings under suspension rules.

Public School Laws Amended

The General Assembly has amended the public school laws of the State (Chapter 115 of the General Statutes) in a number of respects, the more important of which are as follows:

1. Sec. 115-65 was amended to provide for the supervision of kindergartens when established according to law by the State Department of Public Instruction and operated in accordance with standards to be provided by the State Board of Education.

2. Sec. 115-91 was amended, making that part of the section formerly applicable only to standard high schools apply to all "public schools."

3. Sec. 115-341 was amended to make the provisions of the section apply also to a pupil who is injured or whose death results from injuries received while a school bus is operated "on the school grounds or in transporting children to and from the public schools of the State."

4. Sec. 115-352 was amended to permit the State Board of Education to "alter the boundaries of any city administrative unit when in the opinion of the State Board of Education such change is desirable for better school administration."

5. Sec. 115-354 was amended to provide that a teacher or principal shall notify the superintendent of his or her acceptance of employment for the ensuing year within ten days after a request has been made for such acceptance.

6. Sec. 115-355 was amended to base the allotment of teachers upon the average daily attendance of the "first seven months of the preceding year during which continuous six-months period the average daily attendance was highest."

7. Sec. 115-359 was amended to provide that no teacher or principal shall be required to attend summer school during the years 1945 and 1946.

8. The first paragraph of Sec. 115-366 was rewritten to read as follows: "The State Board of Education shall, in its discretion, determine what State and local employees shall be required to give bonds for the protection of State school funds for the faithful discharge of their duties; and, in cases in which bonds are required, the State Board of Education is authorized to place the same and pay the premiums thereon."

9. A new sentence was added at the end of Sec. 115-381 to read as follows: "All lunch rooms and cafeterias operated under the provisions of this section shall be operated on a nonprofit basis and any earnings therefrom over and above the cost of operation shall be used for the purpose of reducing the cost of meals served therein, and for no other purpose."

10. Sec. 115-370 was amended by adding the following sentence at the end of said section: "No deductions shall be made from salaries of teachers of vocational agriculture and home economics whose salaries are paid from State and Federal vocational funds, while in attendance upon community, county and State meetings, called for the specific purpose of promoting the agricultural interest of North Carolina, when such attendance is approved by the county superintendents of public instruction or the State Director of Vocational Education."

11. Sec. 115-370 was further amended by inserting the following sentence after the sentence which ends "whether all of said compensation for the nine-months school term is paid from State funds or in part supplemented by local funds:" The State shall also be liable for workmen's compensation for all school employees employed in connection with the teaching of vocational agriculture, home economics, trades and industries, and other vocational subjects, supported in part by State and Federal funds, which liability shall cover the entire period of service of such employees.

12. Sec. 115-372 with reference to the purchase of equipment and supplies was amended by striking out the colon after the word "contract" in line six, adding a period, and then inserting the following:

Title to instruction supplies, office supplies, fuel, and janitorial supplies, enumerated under Subsections one, two and three of Section one hundred and fifteen-three hundred and fifty-six, purchased out of State funds, shall be taken in the name of the county board of education and/or city board of trustees, which shall be responsible for the custody and replacement. Titles to all buses, bus maintenance equipment, and materials and supplies used in the maintenance and operation of the school transportation system, enumerated in Subsection four of Section one hundred and fifteen-three hundred and fifty-six, purchased out of State funds, shall be taken in the name of the State Board of Education and held by the county board of education for the use and benefit and subject to the direction of the State Board of Education.

13. Sec. 115-296 was amended to provide for the transfer of textbook rental funds to the General Fund for the pur-

chase of free textbooks, and that the revenues of the textbook rental systems "shall be used exclusively for providing textbooks, library books, and other instructional materials to the pupils that pay the rental fees, and to pay such expenses as are necessary in the operation of the rental system."

14. Sec. 115-355 was amended by eliminating the proviso beginning "Provided, further, that for the duration of the present war, etc." and substituting the following: "Provided, further, that for the duration of the present war and for the first school term thereafter, it shall be the duty of the State Board of Education to provide any school in the State of North Carolina having four high school teachers of less and/or four elementary teachers or less not less than the same number of teachers as were allotted to said school for the school year of one thousand nine hundred and forty-four-one thousand nine hundred and forty-five."

"Provided, further, that in cases where there are less than twenty (20) pupils per teacher in any school a reduction in the number of teachers may be made."

15. Sec. 115-376 was amended by substituting a colon for the period after the word "eliminated" in line sixteen and by adding the following words: "Provided, further, that no children shall be transported except to the school to which said child is assigned by the county board of education, or by the State Board of Education under the provisions of Section one hundred and fifteen-three hundred and fifty-two."

"Winning the Peace" Kits Distributed to High Schools

Kits containing materials—leaflets, booklets, and other printed matter—were recently sent to county and city superintendents by State Superintendent Clyde A. Erwin for distribution to the high schools of the State. The kits were made up and furnished to the schools by the Southern Council on International Relations, Chapel Hill, N. C. The material is designed for the use of students, teachers, and parents in clubs, study classes, and other groups interested in peace plans and organizations.

In his letter calling attention to the mailing of these kits, Superintendent Erwin said:

"It is essential that this depository of materials be brought to the attention of all social studies teachers and the pupils, and to the adults in the community. The material represents a substantial financial investment and is a contribution to the cause of public education and a durable peace by the Southern Council on International Relations, Chapel Hill, N. C. Effective use of the kits is one of the most important steps that schools can make toward the establishment of a decent and lasting peace. Our hopes and plans for the future of ourselves and our children depend upon the mobilization of public opinion to support the peace."

Guilford County Superintendent To Retire

Thomas R. Foust, superintendent of Guilford County schools for more than 40 years, recently announced that he will retire at the end of his present term of office on June 30; and, therefore, will not be a candidate for reappointment by the county board of education on April 1, when the question of electing a superintendent for the two years beginning July 1 comes up for consideration.

Mr. Foust has been superintendent of the Guilford County School System since October 8, 1904. For eight years prior to his acceptance of the Guilford position, he was superintendent of the Goldsboro (more recently) and the New Bern city schools. Prior to his entrance into public school work, he was an assistant in mathematics at the University of North Carolina, where he graduated with the Ph.B. degree.

Mr. Foust's successor has not been named, but it is understood that there are a number of applicants for the place.

Building Mistakes Avoided By Making Plans Now

Many of the mistakes made during the thirties in the erection of school buildings can be avoided if those who have this matter in charge will begin to plan now for any postwar construction, it was stated recently by W. F. Credle, Director of Schoolhouse Planning for the State Department of Public Instruction.

Because of the postponement of school construction due to the war there will be an upsurge in this field immediately following the end of the war. Mr. Credle said. No doubt Federal aid in the form of grants will be available again. We should, therefore, begin making plans for such buildings and thus avoid past mistakes, some of the most common of which were the following:

1. Use of obsolete designs.
2. Too small sites.
3. Location of sites not selected with entire area in view.
4. Failure to anticipate population shifts.
5. No provision for enlargements.
6. Failure to design buildings adapted to the community needs.
7. Additions to unfavorably located and obsolete buildings.
8. Failure to anticipate the future needs of the schools in its relation to the community.

The Division of Schoolhouse Planning will render such assistance as it is able in the preparation of plans and in making surveys for the possible location of new buildings.

Charles W. Davis, who has been superintendent of the Roanoke Rapids schools since 1929-30 has accepted the superintendency of the Chapel Hill schools effective July 1, it was recently announced. Mr. Davis was principal

Davis Goes to Chapel Hill; Ready to Roanoke Rapids

of the Roanoke Rapids High School before becoming superintendent, and prior to his going to Roanoke Rapids, he was principal of the Burlington High School.

I. Epps Ready, principal of the Hugh Morson High School, Raleigh, has been elected to succeed Mr. Davis at Roanoke Rapids. Mr. Ready has been with the Raleigh school only one year, having succeeded G. H. Arnold who became superintendent of the Thomasville school last year. Before going to Raleigh Mr. Ready was principal of the Rocky Mount High School for ten years.

Perry Prepares Bibliography On Audio-Visual Aids

A brief bibliography on audio-visual aids was recently prepared by Dr. H. Arnold Perry of the Division of Instructional Service of the State Department of Public Instruction.

This bibliography is divided into six parts as follows:

- I. Audio-Visual aids and the school curriculum.
- II. Administration of Audio-visual aids.
- III. Standard sources of information about films.
- IV. Radio in education.
- V. Other types of auditory and visual aids.
- VI. Organizations for the promotion of a wider and more effective use of perceptual aids to learning.

A copy of this bibliography may be obtained from Dr. Perry.

Blanchard Advises Against Purchase of Stokers

Because it is not always possible to secure stoker coal, C. W. Blanchard, of the Comptroller's Office in charge of plant maintenance, has advised superintendents "to defer stoker installations until the fuel situation has cleared up and production has returned to normal."

"Under normal conditions this department would not advise against the installation of stokers," Mr. Blanchard said, "however, during the past winter there were times when it was impossible to secure stoker coal and such may be the case during the coming winter season."

"As you know," Mr. Blanchard stated further, "almost any type of fuel obtainable can be used in a hand-fed furnace, but when a stoker is installed we immediately limit our source of supply to one specific type coal."

FROM THE PAST

5 Years Ago

(Public School Bulletin, April, 1940)

During the current school year, the North Carolina Federation of Music Clubs has put particular stress on music for children in the public schools of the State.

Solicitors for business schools in North Carolina must show license card issued by the State Board of Commercial Education, it was stated in a recent letter sent to superintendents and principals by T. E. Browne, Secretary of the Board, and J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction.

The State School Board Association and the State P. T. A. Convention each has selected "Next Steps in Education" as the theme of this year's annual meeting.

45 Years Ago

(Biennial Report of Superintendent of Public Instruction, 1898-99 and 1899-1900.)

OUR CHILDREN SHALL BE EDUCATED

During the August campaign of 1900 we heard many glorious promises as to the education of the rising and the future generations of children of this State. Some of these pledges come from honest, sincere hearts, and the men who made those promises did so in good faith, but others were "playing to the grand stand," and were not and are not now concerned as to whether the great mass of our people are educated or not. The words of this latter class indicate that it is no longer unpopular to speak in behalf of the education of the masses, and is a sign for encouragement of the friends of public education.

But to the former class we must look for help. Here we can find men who are willing to spend and be spent for the cause of public education, willing to give their time and their talents to do something in this great work.

50 Years Ago

(Biennial Report of State Superintendent of Public Instruction, 1894-95 and 1895-96.)

SUMMARY OF DISBURSEMENTS IN 1895

| | |
|--|--------------|
| Paid white teachers..... | \$443,517.28 |
| Paid colored teachers..... | 212,396.72 |
| Paid houses and sites, white..... | 43,183.09 |
| Paid houses and sites, colored..... | 18,870.58 |
| Paid County Superintendents..... | 21,287.14 |
| Paid institutes, white..... | 873.41 |
| Paid institutes, colored..... | 391.00 |
| Paid treasurer's commissions..... | 15,976.42 |
| Paid mileage and per diem boards of education..... | 5,959.80 |
| Paid expenses boards of education..... | 2,077.04 |
| Paid city schools..... | 31,071.34 |
| Paid for other purposes..... | 39,118.08 |

\$834,711.79

| | |
|--|----------------|
| Census of school children, 6-21 years..... | 403,812 |
| Enrollment in schools..... | 373,563 |
| Average daily attendance..... | 207,415 |
| Average length of school term: | |
| white, 63 days; colored 60 days..... | |
| Value of school property reported..... | \$1,093,234.50 |
| Number of public school houses..... | 5,636 |
| Number of public schools taught..... | 6,585 |

How to Dodge the Issue

1. Find a scapegoat and ride him. Teachers can always blame administrators, administrators can blame teachers, both can blame parents, and everyone can blame the social order.

2. Profess not to have the answer. This lets you out of having any answer.

3. Say that we must not move too rapidly. This avoids the necessity of getting started.

4. For every proposal set up an opposite, and conclude that the "middle ground" (no motion whatever) represents the wisest course of action.

5. Point out that an attempt to reach a conclusion is only a futile "quest for certainty." Doubt and indecision "promote growth."

6. Look slightly embarrassed when the problem is brought up. Hint that it is in bad taste, or too elementary for mature consideration, or that any discussion of it is likely to be misinterpreted by outsiders.

7. Say that the problem "cannot be separated" from other problems; therefore no problem can be solved until all other problems have been solved.

8. Carry the problem into other fields; show that it exists everywhere, hence is of no concern.

9. Ask what is meant by the question. When it is clarified, there will be no time left for the answer.

10. Retreat from the problem into endless discussion of various techniques for approaching it.

11. Explain and clarify over and over again what you have already said.

12. Appoint a committee.

13. Say "That is not on the agenda; we'll take it up later." This may be extended ad infinitum.

14. Point out that some of the greatest minds have struggled with this problem, implying that it does us credit to have even thought of it.

15. Be thankful for the problem. It has stimulated our best thinking and has therefore contributed to our growth. It should get a medal.

*Condensed from an article by Paul B. Diederich in *The Indiana Teacher*.—*Michigan Educational Journal*, March, 1944.

Brazil: Teaching Of Spanish

The syllabus for the teaching of Spanish introduced into Brazil in 1943 includes reading exercises, grammatical knowledge and some notion of literary history. Reading will consist chiefly of simple prose and verse, dealing in particular with the countryside and life in Spain and the Spanish-American countries. Care will also be taken to introduce the pupil to the literary riches of the language taught by including selections from the Spanish and Spanish-American authors in the reading material.

FROM THE PRESS

Martin. Appearing before the members of the county board of education last Monday morning (Mar. 5), delegations from several schools in the county asked for assistance in opening lunch rooms.

Durham. Technical and vocational training for returning war veterans desirous of this form of preparation for their rôles in civil life will be given special emphasis by the Durham city schools in their postwar plan.

Kannapolis. The college-extension library course for Kannapolis teachers and taught by Miss Eloise Camp, Cannon High School librarian and member of Appalachian State Teachers College summer school faculty, held its first regular class session yesterday in the McIver School library, with 17 teachers present for class credit and 13 others sitting on class for observation.

Greensboro. Miss Grace Carter, of Curry School, spoke on "Reading Readiness" at the regular meeting of the Greensboro chapter of the Association of Childhood Education, meeting yesterday afternoon (Mar. 7) at McIver School.

Mecklenburg. "Since the beginning of the war the teacher situation in Mecklenburg County has become worse each year," said a memorandum from the county school office today, and it added, "During the past two years at no time have all of the teaching positions in the county been filled by regularly employed teachers."

Hoke. Lunchroom equipment installed in the Rockfish School this year has been purchased by the Rockfish Parent-Teachers Association at a cost of \$135, according to a report read Monday night by Mrs. A. W. Wood, treasurer of the organization, which met at the school.

Buncombe. Carl Conley was named by the Buncombe County Board of Education yesterday (Mar. 13) to succeed the late Capt. Cecil Pryor as attendance officer for the Buncombe County school system.

EDITORIAL COMMENT

(Continued from page three)

Now, what does this mean to the school situation? Simply that there must be more first grade teachers? No. There are now more children in the first grade each year than the number of births six years preceding school opening. As figures show, however, there is a tendency for the first grade enrollment to decrease. In other words, not as many boys and girls remain in the first grade more than a year as has been true in the past. The increase in the number of births, therefore, will without a doubt increase the number of children entering the first grade, but since a larger number of first graders are promoted to the second grade each year, the actual number of children enrolled in the first grade may not require the employment of additional first grade teachers.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Library

C37015

RES. FRANK P. GRAHAM
CHAPEL HILL, N. C.



FOLK DANCING—HIGHLAND FLING

In This Issue . . .

PAGE

| | |
|---|-----|
| Superintendent's Letter | 2 |
| Editorial Comment | 3 |
| Cover Picture (box) | 3 |
| Committee on Veterans Education at Work.... | 4 |
| Participation in Retirement System Raised | 4 |
| War Took Many Persons From Agricultural Communities | 4 |
| Inter-American Life Workshop to Be Held at Peabody | 4 |
| Supply of "Tar Heel State" Publication Exhausted | 4 |
| Local Tax Elections Approved by Board | 4 |
| Expansion of School Lunch Program Recommended | 5 |
| Board Authorizes Textbook Adoptions | 5 |
| Agencies Announced for Disposal of Surplus Property | 5 |
| New Film Catalog Lists Nearly 700 Visual Aids | 5 |
| Income and Education in North Carolina | 5 |
| Board Adopts Rules and regulations Governing Allotment of Teachers | 6 |
| Army Air Forces to Hold Educational Demonstrations | 6 |
| Free Booklet on Canada Available (box) | 6 |
| Institute of International Relations Meets June 11-15 | 6 |
| Schoolroom Color Urged by Specialist | 6 |
| Spencer Writes Article on State's School Health Program for Cram's Classroom Classics.... | 7 |
| Health Education Fellowship Announced | 7 |
| State School Facts | 8-9 |
| A Charter of Education for Rural Children.... | 10 |
| ✓ Miss Wetherington Reports on Visits to Schools | 10 |
| New Superintendents Are Elected | 11 |
| New Textbook Commission is Appointed | 11 |
| Appropriations for Public Education (box).... | 11 |
| Board Adopts Resolution Excluding Feeble-minded From N. C. Schools | 11 |
| Age Entrance Law Not Changed | 11 |
| Child Feeding Program Increases | 11 |
| Certificates Are Extended Two Years by Law | 11 |
| Junior Colleges Favor Delay on Military Service Policy | 12 |
| ✓ Seminar on Supervision to Be Held at Woman's College | 12 |
| The Mighty Seventh War Loan (box) | 12 |
| Dr. Farley Predicts Educational Changes | 12 |
| Handbook on Postwar Problems to Be Published | 12 |
| Evaluative Criteria Applied to N. C. Schools.... | 12 |
| Study Shows Promotions Better in City Schools | 13 |
| Final Report Forms Sent to Superintendents | 13 |
| National Rehabilitation Week Announced | 13 |
| Training of War Workers Shifts to Courses in Textiles | 13 |
| School Laws Enacted by 1945 General Assembly | 13 |
| Warren Superintendent Presented Loving Cup | 14 |
| Athletic Equipment Outlook Gloomy | 14 |
| Film on Milk Production Available to Schools | 14 |
| International Education | 14 |
| Laws, Rulings and Opinions | 15 |
| From the Past | 16 |
| Vital Principles (box) | 16 |
| From the Press | 16 |
| 1945 School Legislation Reviewed | 16 |

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

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Vol. IX

MAY, 1945

No. 9

STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

May 15, 1945.

To Superintendents, Principals and Teachers:

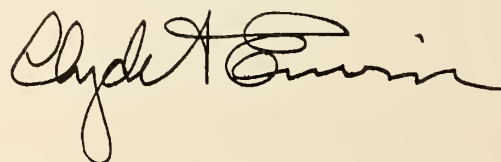
Approximately 25,000 young people will graduate from the public high schools of North Carolina this spring. A surprisingly large percentage of these boys and girls will have no definite idea as to what next step they will take. In a period of change and uncertainty, such as we face at this moment in history, this is indeed a tragic situation. It seems to me that it is incumbent upon every person connected with the public schools and upon all people who are interested in youth that we should overlook no opportunity to counsel these graduates as wisely and effectively as we know how.

Many of these boys and girls will desire to go to college, and these can be counseled and guided rather effectively; but there will be thousands of others who have no thought of what the next moment will bring forth, and who will drift into our society in a haphazard fashion. It seems to me that all of us should be alert to every opportunity to guide these young people and to treat their questions and their problems with sympathetic understanding.

It is important to the security of our nation that this generation be fitted into the pattern of our society in the most effective manner possible, and I am hoping that all of us will be conscious of the challenge which their graduation brings to us and that we shall do everything in our power to help them find themselves in this difficult and trying world. It is my earnest prayer that the gleam of hope which shines in every graduate's eyes shall not be dimmed by the impact of stern reality, but that every graduate shall see in each reality a challenge which can and must be met.

Let us be conscious of our graduates; let us be alert to every opportunity to help them face the new world in which they are going!

Very truly yours,



State Superintendent of Public Instruction.

EDITORIAL COMMENT

The GI Way of Teaching

The following statement as taken from the *Edpress News Letter* for April 19, 1945, is so clear and to the point as a reply not only to Mr. Babson's criticism of present day schools, but also to a number of criticisms by others that it is being reprinted as the leading editorial of this publication. The readers of this publication are urged to read this able defense of the public schools by Mr. Doyle.

"When Roger Babson, popular writer on business problems, recently wrote about the 'near miracles' being performed by the Army-Navy language instruction, the nation's authority on this subject rose to make a point. That authority is Henry Grattan Doyle, of Washington, D. C. Said Dr. Doyle:

"I happen to be chairman of the Committee on the Intensive Language Program of the American Council of Learned Societies, the organization that . . . made it possible for the Army to take on its emergency task of preparing trainees in many languages. . . . I was also director of the 'Survey of Language Classes in the Army Specialized Training Program.' . . . I mention this merely to qualify myself as one who has had some knowledge of Army language courses.

"The facts are these: Army language classes devoted 15 to 17 hours per week to a language, as compared with three hours per week in most colleges and approximately three and one third hours per week in most high schools. In a 36-week ASTP course, the trainee received from 540 to 612 hours of instruction and drill, or from five to seven times as much as in the usual school or college language class in an ordinary school year. In other words, instead of 'far less' actual time, the Army trainee received far more, many times more instruction than the prewar civilian student. Moreover, Army drill sessions were limited to a maximum of ten students, something unheard of in most schools and colleges.

"Is Mr. Babson ready to defend American school boards, of which he is so critical, if they should propose that kind of program for language classes in our schools? It will cost a lot more money, just as the audio-visual aids of which he also speaks will cost a lot more money than we now spend on the subjects so 'miraculously' taught by the Army. Will Mr. Babson urge businessmen, for whom his column seems to have been originally intended, to support such a program? After all, no school board can provide better instruction than its constituency, the taxpayers, is willing to pay for. . . . Will Mr. Babson and other experts on education (like the assistant editor of a home-and-garden magazine from whose article in *Reader's Digest* certain misconceptions about Army 'miracles' stem) fight for more money to introduce 'teaching the GI way' into our schools? Or are they content with the critic's rôle?

"Given conditions as favorable as those provided under the ASTP, teachers of this country can do just as good a job as the Army and Navy did. As a matter of fact, the ASTP language programs were in nearly every case entrusted to the regular foreign language departments. . . . With the same advantages of ample time, small classes, intensive work, and mechanical aids—all of which, let us not forget, means greater cost—the same teachers can provide 'near miracles' in postwar civilian classes as well. Will the public pay the price? That is the real question."

Educational Bill of Rights

The "Charter of Education for Rural Children," appearing elsewhere in this number of this publication, was adopted by the first White House Conference held last fall. This charter, since the conference concerned itself with the educational rights of the rural child, prefaces each right with the words "Every rural child." The application, however, is to all children, as the closing sentence so aptly states, "They are the Rights of Every Child Regardless of Race, or Color, or Situation, wherever he may live under the United States Flag." And so with this understanding all persons interested in the educational rights of all children should read this charter.

Victory Gardens

Much is being said now over the radio, in the press, and in special pamphlets about the importance of planting more victory gardens. Even the president has called attention to the fact that there will be an acute need for food of all kinds this summer and fall. Already the meat shortage is being felt, which makes it all the more important that everyone who can, raise more vegetables by planting a garden.

Of course, it is too late to plant some of the hardy vegetables, but many summer vegetables, such as beans, peas, sweet potatoes, soy beans, tomatoes, and many others, may still be planted, and plans can be made for starting the fall garden in July and August.

Just what does this have to do with the schools, you ask? Well, not so much, perhaps, in terms of school gardens unless a group of students agree to carry on after school is out. This is one way by which a garden project may be started—that is, by the agree-

ment of some pupils to follow through with the garden after school closes.

Schools can help in a much better way, however, by urging all students to plant their own gardens in their own lots or farms. They can be told the urgent need of gardens especially this year. They can be told where literature about gardens can be secured; and they can be shown in many instances how to garden.

Another thing, school teachers, principals and superintendents can have their own gardens. Many of them already have started their gardens and are reaping the benefits not only in fresh vegetables but in outdoor sunshine and exercise. The State Superintendent of Public Instruction has a garden which he works himself. Ye editor also raises many vegetables for his own table, for canning and for freezing; and he can vouch for the fact that it not only pays, but that what you raise for yourself is always fresher and much better since the cooking follows closely the picking and harvesting. As a substitute for meat we recommend very highly the edible soybean. But most of all we urge all school people to plant their own gardens, for better food, for the physical exercise that the garden provides, and for victory over food shortage.

Living in the Past

Apropos the reply to Mr. Babson, we should like to call attention to another general criticism leveled at the public schools. That is the general assertion that the high schools are not teaching spelling, grammar, history or some other subject. It is true that the schools and teachers are not perfectionists. Neither are editors, college professors, or many others who make these general criticisms. There are many schools that can be improved. There is a very definite need for better teaching. No one realizes this more than those engaged in educational work. But to say that the schools of today are not as good as they were years ago is not true. The trouble is that these critics are living in the past. They do not see the facts as to present day schools and the many problems that surround this "big business" of the State.

End of Volume IX

With this number we end volume IX of this publication. We hope that you have received the BULLETIN regularly and have found it interesting and of some value to you in your work as educators. Getting the information that is included in this publication together each month for nine months each year is quite a task. We have tried to present that information which we thought would interest you. We hope that we have succeeded to a certain degree, and if the BULLETIN is continued another year we shall strive to improve its contents. Any suggestions that you may have as to any added features or improvements will be welcome.

Cover Picture

This picture shows a group of first grade children from the B. F. Grady School, Duplin County, giving a program in music and rhythms as the culmination of the year's work. This particular scene illustrates folk dancing of the Highland Fling. These children repeated their program before all the primary teachers of the county at a general meeting on April 17.

Committee on Veterans Education at Work

A committee on Veterans' Education, composed of members of the State Department of Public Instruction and one representative from the Department of Labor, has been appointed by State Superintendent Erwin to prepare the list of institutions and agencies within the State which may be used by veterans under the provisions of Public Law No. 346 passed by the Seventy-eighth Congress, popularly known as the "G. I. Bill of Rights." The committee is composed of James E. Hillman, chairman; J. Henry Highsmith, J. Warren Smith and Charles H. Warren, of the State Department of Public Instruction, and C. L. Beddingfield from the Department of Labor.

The committee has already prepared a list of institutions which may be obtained from the chairman. This list includes senior and junior colleges for white, Negro and Indian veterans, business schools, trade schools and plants at which other veterans may be enrolled, including vocational industrial shops located in the public high schools of the State.

Before school opens next fall, the committee hopes to have for distribution a bulletin which will point out the educational opportunities and facilities within the State, and which will carry other information of interest to veterans. The committee will also function in any other way possible in rendering service to the local school units as to veterans' education.

Upon the basis of the latest national study, it is learned that there will be about 5,000 North Carolina boys who will wish to return to high school on a full-time schedule. It is estimated that there will be 18,000 others who will desire part-time education. In addition to these groups a large number will want to continue their education in college or at some trade or vocational agency.

Many of these will be seeking counsel and guidance from their former teachers and principals. It is, therefore, important that the schools be posted as to the educational possibilities in this State in order that they may render whatever assistance possible to returned veterans.

Participation in Retirement System is Raised

Participation in the State Retirement System was raised by the General Assembly of 1945 from a salary of \$3,000 to \$5,000, the law becoming effective as of April 1, 1945. Beginning with all salaries earned on and after that date the retirement deduction will be made on all salaries up to the \$5,000 limit.

The new amendment to the law also provides that credit will be given to those members who were employed by the State prior to July 1, 1941, up to and to the \$5,000 limit. Such members may, if they so desire, pay into the retirement system the amount that would have been deducted for retirement for that part of the salary received between \$3,000 and not exceeding \$5,000. The State will match this difference, provided the member pays his part prior to July 1, 1945.

War Took Many Persons From Agricultural Communities

Approximately 48,000 persons have left the rural communities in which the 385 departments of vocational agriculture are established on account of the war, it was revealed recently by Roy H. Thomas, State Supervisor of Agricultural Education, after a survey had been made relative to war veterans. Of the total number, 33,500 in round numbers are members of the armed forces, Mr. Thomas stated.

Information secured from every available source, including members of the individual's family, indicate that about 30,000 of the total expect to return to their respective communities at the end of the war. Of those who expect to return, almost 20,000 have expressed a desire for additional training. Nearly 9,000 of these, or about 50 per cent, indicate a choice for further, or additional training in agriculture; about 4,000 wish training in occupations related to agriculture, and the remainder gave no preference, or requested training in fields other than agriculture.

According to Mr. Thomas, the survey indicates that at the present time these 385 rural communities need more than 12,000 trained persons to take over such jobs as graders of farm produce, hatchery managers of cooperative enterprises, cotton ginner, managers of community food processing plants, saw mill operators, salesmen of feed, seed, fertilizers and farm machinery; and in rural service occupations, related to agriculture, such as electricians, mechanics, plumbers, tinners, butchers, cow testers and other skilled workers for special farm jobs. These figures do not include the large number of returning veterans who expect to go directly to the farm to engage in the production of farm commodities.

Inter-American Life Workshop to Be Held At Peabody

An Inter-American Life Workshop will be held at Peabody College, Nashville, Tenn., from June 11 to July 18, 1945. Its purpose is to prepare teachers and others to assume leadership in developing understanding among the peoples of the Americas. The program will include general meetings, interest groups, informal activities and individual conferences.

Opportunities will be provided for association with Latin American students in the colleges of the University Center. Other features of the workshop

include arts and crafts, music, exhibits, sound films, social activities and outdoor fiesta.

The workshop staff will include three full-time consultants and will be supplemented by several visiting consultants assigned by the Coordinator of Inter-American Affairs and by the United States Office of Education. A panel of professors from Peabody College, Scarritt College and Vanderbilt University will be available for consultation and for lectures.

The participants are expected to give full time to the workshop. A maximum of eight credit hours may be earned by workshop participants. The tuition and registration fee for eight credit hours are \$39.50. Address inquiries to Henry Harap, Peabody College, Nashville 4, Tenn.

Supply of "Tar Heel State" Publication Exhausted

The supply of "The Tar Heel State," a little eight-page leaflet issued by the State Superintendent of Public Instruction, is exhausted; and for that reason the many requests for copies from school children which have been made during the past few months have not been filled.

This booklet is being revised and an order has been placed for a new supply, but due to the paper situation they will not be available for distribution before school closes this year.

This publication has been very popular with school children, since it contains a picture of the State flag in colors, the State Capitol, the Governor, the State seal, the State song, and other interesting information about the State. The new edition will contain a picture of the State bird.

Local Tax Elections Approved by Board

Elections for voting on additional local taxes in the Gastonia and Tarboro city units were approved by the State Board of Education at a meeting held April 5th. The 12-cent rate on the \$100 valuation of property for Gastonia will make the total rate in that city levied for schools, if passed, 26 cents. The rate approved for Tarboro, 15 cents, will make a total 25-cent rate for that city.

At its March 8th meeting the board approved elections in the Mount Holly and Stanley districts in Gaston County, seven and ten cents, respectively. The board also approved at that meeting the petition for a special election in Mecklenburg County for the purpose of voting a 20-cent levy for the schools of that county, not including the Charlotte unit.

At present only two counties have voted taxes to supplement the program provided by State funds. These two county units are New Hanover with a 20-cent rate and Scotland with a 24-cent rate. In addition to these two county units rates have been voted in 51 city units and in four local district units having a population of 1,000 or more.

Expansion of School Lunch Program Recommended

Before resigning as Director of War Mobilization and Reconversion, James F. Byrnes, in a report to the President, the Senate and House of Representatives, recommended a greatly expanded school-lunch program.

"For the past several years," he stated in his report, "the Federal Government has aided state and local school authorities in providing noon-day lunches for school children. During the war, assistance of this kind has also been given to nonprofit child-care centers as well as to schools. Last year Congress appropriated 50 million dollars for this purpose. Our past experience in encouraging better lunches for school children has demonstrated that Federal assistance of this nature should be expanded.

"An expansion of the present limited school-lunch program will be of real help in our whole reconversion effort. A nationwide school-lunch program will improve the nutrition, and hence the health, of school children. It will provide outlets for farm products over and above the ordinary market demands. Moreover, it will afford an excellent education vehicle for establishing habits for nutritious diets.

"I recommend that the Congress enact legislation which will bring about an orderly expansion of the present school-lunch program, to the end that all grade- and high-school children (at least 20 million) can participate within the next two to three years.

"Adequate assistance will require Federal aid to states or local agencies. Federal allotment should be graduated to the ability of state or local agencies to finance their own programs, but should at least match local funds, dollar for dollar. To carry out this program, some schools may require Federal assistance for proper equipment and facilities, some of which may be available in the form of wartime surpluses."

Board Authorizes Textbook Adoptions

Under the provisions of the new textbook law enacted by the 1945 General Assembly, the new State Board of Education which was sworn into office on April 5, authorizes an adoption of textbooks in the following fields:

1. Mathematics—grades 1 through 12.
2. Reading—grades 1 through 3.
3. Home Economics Education in the high schools.

The old board had authorized adoptions under the old law in the first two fields named at its meeting of January 23, but before this adoption got under way the new law was enacted and a new State Board of Education was appointed in accordance with the constitutional amendment voted last November.

Under the authority of the new textbook law a Textbook Commission has been appointed and work is now already in progress on the selection of the new books. See story elsewhere concerning Textbook Commission.

Agencies Announced for Disposal of Surplus Property

The Surplus Property Board recently announced the agencies officially designated to dispose of surplus property under the Surplus Property Act of 1944. The designations are made in the board's Regulation No. 1.

The new regulation establishes the basic surplus property disposal system. It names the existing procurement agencies that are to act as disposal agencies and states the kinds of property that are to be handled by each of them. This system is designed to prevent sale of the same property by different agencies, to utilize existing government staffs and experience, and to speed disposals. The Surplus Property Act requires the board to designate disposal agencies and to assign to one disposal agency property of the same type or class to avoid unnecessary duplication of disposal activities.

With the important exceptions of real property disposal and disposal of surplus property in United States territories and possessions, Regulation No. 1 continues the domestic disposal assignments that have been exercised for the last year under authority originally derived from the old Surplus War Property Administration.

By a recent order of President Truman, the disposal of consumer goods has been transferred from the Treasury Department to the Department of Commerce. Consumer goods, which include automotive equipment and construction and farm machinery, are an important part of surplus property from the standpoint of the buying public and the civilian market. Capital and producers' goods, including aircraft, are assigned again to the Reconstruction Finance Corporation; ships and maritime property to the U. S. Maritime Commission; agricultural commodities and food to the War Food Administration; and housing property to the National Housing Agency. Thus a continuity of operation is provided for.

Amendments to Regulation No. 1, or changes in the basic structure it provides, will be made from time to time as circumstances require. The regulation, however, creates the basic structure and is correspondingly significant in the disposal of surpluses of the present war, SPB said.

The disposal agencies will follow the broad objectives of the act in making disposals of all surplus property. Many of these objectives will be the subject of specific regulations that the board will issue from time to time. A forthcoming regulation will stipulate the priorities that shall be granted to the Federal Government, the state governments and local governments in the purchase of surplus property.

Order No. 1, accompanying the regulation, provides an explanatory list of the classes of property assigned to the disposal agencies. Addresses of disposal agency offices where declarations of surplus are to be filed by owning agencies, are listed in Order No. 2. The prescribed forms for use by the owning agencies in making declarations of surplus are reproduced in Order No. 3.

New Film Catalog Lists Nearly 700 Visual Aids

Nearly 700 motion pictures and filmstrips produced by the U. S. Government for training and educational purposes are now available for purchase by schools, industry and other civilian groups, it was announced recently by the U. S. Office of Education, Federal Security Agency.

All of these visual aids to education are described in a new catalog which gives synopses, running time, subject groupings and prices of the various films and filmstrips.

Subjects covered are aviation, agriculture, engineering, machine shop, nursing, shipbuilding, supervision, and many others. They range from "nuts and bolts" films, such as "Cutting a Dovetail Taper Slide" to problems in human relations such as "Employing Blind Workers in Industry," and cover such different subjects as "Celestial Navigation" and "Saving the Garden Crop."

Of the 693 visual aids now available, 440 were produced by the U. S. Office of Education as part of the Visual Aids for War Training Program. Another 195 films and filmstrips, produced for military training, have been released for civilian training by the Army and Navy. The U. S. Department of Agriculture produced 58 films.

Copies of the new catalog, just off the press, may be obtained on request from the Division of Visual Aids, U. S. Office of Education, Washington 25, D. C., or from Castle Films, Inc., 30 Rockefeller Plaza, New York 20, N. Y.

Income and Education In North Carolina

The estimated income per capita of population for North Carolina for 1942 was \$498. In this respect the State ranked 42nd among the several states, Arkansas, Georgia, South Carolina, Alabama, Tennessee and Mississippi ranked below this State. The national average was \$804.

On the basis of income per pupil to educate, North Carolina ranked 44th with an average of \$2,153. The national average in this respect was \$4,643. Only Alabama, New Mexico, South Carolina and Georgia ranked below North Carolina.

A per capita cost of education of \$12.08, including capital outlay and interest payments on the basis of population, puts North Carolina in 39th place in the union. This indicates that North Carolina's efforts to educate its children, relatively speaking, is better than its ability. On the basis of the number of pupils educated (enrolled) this State ranked 41st, and is still above its rank (44th) on income in this respect.

Board Adopts Rules and Regulations Governing Allotment of Teachers

The following rules and regulations governing the allotment of teachers were adopted by the State Board of Education at its April 5th meeting:

"A. The allotment shall be made by districts and by races based upon the average daily attendance for the best continuous six months of the first seven months of the preceding year during which continuous six-months period the average daily attendance was highest.

B. The teacher load basis shall be the same as was in force during 1944-1945 as outlined in the following manner:

1. The elementary allotment shall be six teachers for the first 175 pupils in average daily attendance and one additional teacher for each 35 pupils thereafter, except in elementary schools of four teachers or less, having as many as 20 pupils per teacher in average daily attendance, the allotment shall be the same number of teachers (if requested) as were allotted during 1944-1945.

2. The high school allotment shall be four teachers for the first 85 pupils in average daily attendance and one additional teacher for each 35 pupils thereafter, except in high schools of four teachers or less, having as many as 20 pupils per teacher in average daily attendance, the allotment shall be the same number of teachers (if requested) as were allotted during 1944-1945.

3. In city units having as many as 30 white teachers, one additional free person shall be allotted to free the principal of teaching duties.

4. When additional teachers are allotted following the opening of school, the basis shall be:

a. *Elementary Schools.* One additional teacher shall be allotted when it can be reasonably determined that the teacher load will be as many as 38 pupils in average daily attendance, except in case a school lost teachers the preceding year, in which case an additional teacher may be granted upon the regular allotment basis.

b. *High Schools.* One additional teacher may be allotted when it can be reasonably determined that the teacher load will be as many as 35 pupils in average daily attendance, except in case a school lost teachers in the preceding year, in which case an additional teacher may be granted upon the regular allotment basis.

5. To determine credits for epidemics, there shall be added to the average daily attendance in the elementary school and the high school all absences reported on the contagion report after dividing such absences by 140 days, the time being the first seven months.

6. The average daily attendance for the best continuous six months out of the first seven for the eighth grade pupils for 1944-1945 shall be added to the average daily attendance of the high school which these pupils shall attend, and the number of teachers allotted for the eighth grade shall be added to those for the high school.

7. Schools having fully established 12 grades for the term 1945-1946 and whose 11th grade pupils were not awarded diplomas from high school for the year 1944-1945 may count toward

the teacher allotment for the year 1945-1946 those pupils returning to the high school for the regular 12th grade, provided such pupils are enrolled in at least three regular major subjects."

Army Air Forces to Hold Educational Demonstrations

The Army Air Forces has developed an educational demonstration program involving the utilization of aircraft equipment and material which is being made available to nonprofit educational institutions, it was announced recently by the War Department.

Six demonstrations will be held in North Carolina, as follows:

June 25 and 26—Asheville.

June 28 and 29—Charlotte.

July 2 and 3—Raleigh.

The hours established for the demonstrations are:

Registration—9:30 a.m.

Address—10:00 a.m.

Morning session—11 to 12 a.m.

Lunch—12:00 to 1:00 p.m.

Afternoon session—1:00 to 4:30 p.m.

Each team putting on the demonstration is made up of military personnel having had past educational experience. All were former instructors in the Army Air Forces Training Command, and in civilian life were engaged in the field of education. The initial tour of each team will be made in a traveling conveyance containing aircraft equipment and related material. This equipment will be displayed and the team members will demonstrate how it is being utilized with the Training Command as a teaching aid.

The plan has the approval of U. S. Commissioner of Education John W. Studebaker, the Preinduction Training Division of the Army Service Forces, and State Superintendent of Public Instruction Clyde A. Erwin. The schools are requested to send representatives to these demonstrations.

Free Booklet On Canada Available

Teachers of the social studies desiring information about Canada for their classes will be able to secure such information from a little booklet, *Your Neighbor, Canada*, which has recently been published by the Canada Wartime Information Board, Ottawa, Canada. "This booklet," according to Paul Redding, of the board, "is designed primarily as an aid to grade school social study projects, supplying the salient facts about present day Canada in simple form."

Teachers are requested to write directly to the board for free copies.

Institute of International Relations Meets June 11-15

The Twelfth Annual Carolina Institute of International Relation will be held again this year at Woman's College on June 11-15. The institute, annually sponsored by the American Friends Service Committee, is open to men and women. Its purpose is to provide opportunity for study and discussion of world problems and necessary conditions for enduring peace.

The theme for the 1945 institute is "America's Future in World Affairs." Among some of the prominent speakers and discussion leaders for this year are the following: Senator Clyde R. Hoey, who will give the opening address on Monday evening; William G. Carleton, head of the Social and Political Science Department, University of Florida; Marguerite Bro, widely known author, lecturer and educator, for many years resident in China; Devere Allen, editor of *Worldover Press* and authority on Latin America; William J. Faulkner, dean of the Department of Religion, Fisk University; and Edith Wynner, excellent speaker on World Government. Other prominent speakers are yet to be announced.

For further information write Carolina Institute of International Relations, Woman's College, Greensboro, N. C.

Schoolroom Color Urged By Specialist

In order to make schoolrooms more cheerful and more livable the use of color on the walls and ceilings is recommended by Ray L. Hamon, School Plant Specialist, U. S. Office of Education, in a recent article appearing in *Education for Victory*.

"Schools should be cheerful workshops for happy boys and girls," writes Mr. Hamon. "Most authorities," he says, "recommend three colors, or shades of wall and ceiling finish in a schoolroom, with moderately light lower walls, very light upper walls, and almost white ceilings.

"If a pure white were possible, it would reflect 100 per cent of the light. A theoretical pure black would reflect no light at all. It is generally accepted that schoolroom light reflective values should be approximately as follows:

(1) the portion of the walls below the eye level of seated pupils from 25 to 35 per cent, (2) the upper walls from 50 to 65 per cent, and (3) the ceilings from 80 to 85 per cent. These reflective values may be obtained in a wide variety of soft colors and shades. The lower walls may be rose, buff, green or gray. The upper walls may be painted with pastel shades of the same basic colors or harmonizing colors. Ceilings should be off-white, light cream or ivory. Wood trim may be finished in shades slightly darker than the adjacent walls or finished in natural color. Some combinations of these colors will clash, while others will harmonize. It is also important to harmonize wall colors with room furnishings."

Spencer Writes Article on State's School Health Program for Cram's Classroom Classics

The May number of *Cram's Classroom Classics* published by the George F. Cram Company, Indianapolis, contains an article by Charles E. Spencer, Supervisor of Health and Physical Education, Department of Public Instruction, in which the various school health practices of the State are set forth. According to Mr. Spencer the following are ways in which school health is promoted in North Carolina:

Health Teaching. In the primary grades health teaching is informal and is integrated with the total school program by utilization of daily experiences for guidance in health behavior. In the grammar grades continued emphasis is placed upon health habits of daily living at home, at school, and in the community. In addition, the teacher strives to reinforce these habits by the development of attitudes and understandings with regard to individual, school and community health.

Physical Education. On both the primary and grammar school level physical education is required 30 minutes daily exclusive of recess time. To assist teachers in the physical education program, the State Department supplies every teacher with a copy of *Physical and Health Education for Elementary and Secondary Schools*, which contains a grade program of physical education. On the high school level health and physical education is set up as a State requirement in the ninth grade, with two days per week devoted to health teaching and three days to physical education. In addition to this, the State Department recommends that physical education, whenever possible, be offered to the two upper classes of high school.

Health Education. North Carolina is one of 24 states employing full-time health educators with Kellogg Foundation funds for developing a functional advanced course in Health Education for high school seniors. Some 70 schools are experimenting with this project and many administrators, teachers and students involved are convinced that some such summary course based upon the actual needs and interest of the boys and girls about to complete their high school training is necessary.

State Office Staff. In addition to three elementary supervisors, two high school supervisors and a library advisor, the two health educators mentioned above, the State Department of Public Instruction employs an adviser in Health and Physical Education who gives consultation service to administrators and teachers. Other programs of the State Department of Public Instruction in areas closely related to health are in Vocational Home Economics, Vocational Agriculture and in Occupation Information and Guidance Service. The Federal Child Feeding Program also makes a very practical contribution to general health improvement. Over 900 schools are at present enrolled in this school lunch program.

Local Health Departments. At present 91 of the 100 counties in North Carolina have services of county or district departments of public health.

These departments render invaluable service to the school health program. They conduct preschool examinations, and examinations for school children who are "screened" out by the teacher and public health nurse.

Health Examinations. The trend in North Carolina is definitely away from "mass" superficial examinations without follow-up work to the system in which the regular classroom teacher "screens" (sometimes called teacher inspection) the children and then refers to the public health nurse and the medical officer those who appear to have some deviations from normal. Teachers usually check on vision, teeth, posture, nutrition, mental attitude, weight, height, skin, ears and obvious skeletal defects.

School Sanitation. Toilets, drinking fountains, water supply, sewerage disposal, lighting, heating, safety measures, and the lunchroom are inspected by the health department and recommendations are presented to the local board of education.

Testing Programs. Tuberculosis and venereal disease testing programs, which are carried on in some of the schools by the health departments, are found to be more successful when these services are used as educational techniques, carefully guided and prepared for by the teachers, and, if possible, adjusted to the regular plan for health study.

Health Educators. In North Carolina nine health educators are serving 18 county health departments. They co-ordinate programs of health education in the school and community. Teachers may rely upon them for enrichment materials in health instruction and for interpretation of community health problems. The community health educator is in great demand with present requests far outnumbering the supply of adequately trained workers.

Nutrition. Another service offered by the State Board of Health is the field of nutrition. Trained nutritionists are working with local health departments and with teachers in the field of nutrition education. The State Nutrition Committee reaches out from the State Board of Health to various county nutrition committees with valuable and necessary nutrition information.

Dental Service. In the Division of Oral Hygiene ten dentists carry on programs of dental health education for the detection and correction of dental defects. The war is responsible for the great reduction in the program, since some 25 dentists are in the service.

Crippled Children. The Crippled Children's Program from the Crippled Children's Division of the State Board of

Health reached some 15,099 school children last year. These boys and girls are receiving care and treatment that is immeasurable in terms of personal happiness and certainly a most significant contribution to the school health program.

Free Health Materials. The Venereal Disease Institute of the State Board of Health supplies printed materials and posters free to the schools of North Carolina. In addition, many publications on general health topics and communicable diseases may be secured from the State Board of Health. Visual aids—moving picture films and stripfilms—are available on several health subjects from the State Board of Health when requested by schools through their local health officer.

Teacher Training. The School Health Coördinating Service is jointly financed and directed by the State Board of Health and the State Department of Public Instruction. This group is composed of the coördinator, two health and physical education administrators, a nutritionist, two public health nurses, and for work specifically in Negro schools, a physician, nurse and nutritionist. The service does a concentrated, detailed demonstration of an over-all school-health program in a few counties each year. For the past several years child health conferences have been held each year at four colleges to provide additional health training for teachers. Scholarships were given each year to 120 teachers out of funds provided by the General Education Board.

Other agencies in the State that offer materials or programs to the schools for health promotion are the American Red Cross, the North Carolina Tuberculosis Association, the Extension Service of the Department of Agriculture, the Woman's Christian Temperance Union and the State Commission for the Blind.

Health Education Fellowship Announced

The North Carolina State Board of Health has announced fellowships for graduate study in public health education for a full year of nine months college work at the University of North Carolina in the School of Public Health and three months of supervised field experience in community health education, with \$100 a month for the entire period.

Fellowships are available to qualified men and women between the ages of 21 and 40 who are citizens of the United States. Candidates must meet the entrance requirements of the School of Public Health, which includes a bachelor's degree from a recognized college or university. Desirable prerequisites include training and/or experience in the basic sciences, sociology, education and psychology, plus the ability to use the English language effectively and to work with all kinds of people.

Persons interested should request application blank from the Division of Local Health Administration, State Board of Health, Raleigh. In order to be considered, application must be received not later than August 1, 1945.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

Enrollment in High Schools

Beginning with the year 1943-44, the eighth grade was made a part of the elementary school, and so figures indicating high school enrollment for that year do not include that grade. The 12-year program did not get started until 1942-43, and therefore has not had time to affect the 12th grade enrollment. These two factors, plus a third, that of war, have caused considerable decrease in the enrollment in North Carolina public high schools.

Table I

Table I shows a comparison of the high school enrollment, grade by grade, of 1942-43 with that of 1943-44. The total decrease for the year was 68,132. The greater part of this decrease, 60,361, was due to the elimination of the eighth grade as a part of the high school. In addition to the number represented by this grade, however, there was a further decrease of 7,771 pupils in the high school, the total enrollment being 133,650 for the year.

In view of the fact that practically all of the decrease occurred in the 10th and 11th grades, it is believed that this decrease was due to war conditions. These are the grades which have been

reached by most 17- and 18-year-old boys. They have, therefore, entered the armed services, or have entered institutions conducting wartime programs. Breaking the figures down it will be found that there were 3,981 fewer students in the 10th grade and 3,491 fewer in the 11th grade in 1943-44 than in 1942-43, whereas the 9th and 12th grade enrollments are approximately identical for the two years.

An analysis of these enrollment figures as to race shows that there was a decrease of white students in each of the grades, the 10th and 11th grades having the largest decrease. When the figures for the Negro schools are examined, however, it is noted that small decreases occur in the 10th and 11th grades, but that actual increases take place in the 9th and 12th grades.

This situation as to the Negro race is believed to be due to the fact that Negroes are taking a greater interest in attending high school. Enrollments in Negro schools in the past have been below the average, and the increase in high school enrollment for this race has been catching up, so to speak, with the proportion of the whole enrollment that should be in high school. This fact

tends to affect the greater decrease that no doubt would be true for this race in the 10th and 11th grades if the situation were comparable with that which obtains in the case of white students. For white high school enrollment as a whole there has been a decrease each year since 1940-41, whereas in the case of Negroes the high school enrollment has been in the increase every year until 1943-44. Not considering the 8th grade enrollment for 1942-43, the decrease for this race for the 9th grade and up was only 256 students.

Table II

This table shows for the county units the high school enrollment by grades for white and Negro students during 1943-44. This table reveals that there were 86,957 students in the 100 county high schools of the State during 1943-44. Of this number 70,474 were whites and 16,483 were Negroes. In other words, approximately 81 per cent of the total high school enrollment in the county schools were white and the remaining 19 per cent were Negroes.

The distribution by grades was as follows:

| | White | Negro | Per Cent |
|-------|--------|--------|----------|
| 9th | 27,125 | 6,773 | 38.5 |
| 10th | 21,141 | 4,999 | 26.9 |
| 11th | 18,618 | 3,890 | 28.6 |
| 12th | 3,590 | 821 | 5.1 |
| TOTAL | 70,474 | 16,483 | 100.0 |

As these figures show the great majority of the high school enrollment for both races was in the first year. Very few, comparatively speaking, were in the fourth year group. The year 1944-45 should show a larger percentage of enrollment in the fourth year and consequently the distribution of the total high school enrollment among the four grades should be smaller in percentage among the first three years.

It will be observed that in many of the units there was no 12th grade enrollment at all. For convenience of tabulation the few "special" students have been added to the 12th grade figure. In many of these units it will

and girls have not expressed a desire to continue in high school. This situation is improving gradually, however, and provisions have been made in several instances for Negro students to attend high schools in adjoining county units.

Table III

This table shows the high school enrollment by years in the city units. In these units there were 46,693 students in the high schools, 34,525 white and 12,168 Negro. By grades these numbers were distributed as follows:

| | White | Negro |
|-------|--------|--------|
| 9th | 12,054 | 34.9 |
| 10th | 10,003 | 29.0 |
| 11th | 8,232 | 23.8 |
| 12th | 4,236 | 12.3 |
| TOTAL | 34,525 | 12,168 |

The distribution in these units, it will be noted, was some better than was the case in county units. The percentage of 12th grade students was larger, and so the proportion of students in the other grades is smaller than was true in county units. This larger 12th grade percentage was due to the fact that many city units had already voted taxes with which a 12th grade had been added prior to the State's assumption of the cost of this year.

Consequently, the 12th grade enrollments in these units were greater than in the case of county units for both whites and Negroes.

I. Enrollment, High School Grades

| GRADE | 1942-43 | 1943-44 |
|--------|---------|---------|
| White: | | |
| 8th | 45,673 | 39,179 |
| 9th | 39,573 | 31,144 |
| 10th | 34,566 | 26,850 |
| 11th | 30,029 | 21,826 |
| 12th | 8,346 | 104,999 |
| TOTAL | 158,187 | 104,999 |
| Negro: | | |
| 8th | 14,638 | 11,323 |
| 9th | 11,195 | 8,608 |
| 10th | 9,167 | 6,601 |
| 11th | 6,913 | 42,119 |
| 12th | 1,632 | 28,651 |
| TOTAL | 43,595 | 60,361 |
| Total: | | |
| 8th | 60,361 | 50,502 |
| 9th | 50,768 | 39,752 |
| 10th | 43,733 | 33,451 |
| 11th | 36,949 | 38,451 |
| 12th | 28,651 | 104,999 |

II. HIGH SCHOOL ENROLLMENT, COUNTY UNITS, 1943-44

| COUNTY UNITS | WHITE GRADES | | | | | NEGRO GRADES | | | | |
|--------------|--------------|-----|-----|------|-------|--------------|-----|-----|-----|-------|
| | 9 | 10 | 11 | *12 | Total | 9 | 10 | 11 | *12 | Total |
| Alamance | 432 | 377 | 291 | *2 | 1,102 | 89 | 79 | 57 | *3 | 228 |
| Alexander | 191 | 151 | 135 | 20 | 497 | 30 | 31 | 26 | 7 | 94 |
| Alleghany | 124 | 86 | 48 | ... | 258 | ... | ... | ... | ... | ... |
| Anson | 150 | 147 | 81 | 26 | 404 | 131 | 68 | 80 | 76 | 355 |
| Ashe | 276 | 250 | 176 | 702 | 1,304 | ... | ... | ... | ... | ... |
| Avery | 161 | 98 | 146 | *151 | 556 | ... | ... | ... | ... | ... |
| Beaufort | 256 | 113 | 190 | *126 | 685 | 114 | 55 | 21 | ... | 190 |
| Bertie | 152 | 113 | 96 | ... | 361 | 215 | 158 | 92 | 6 | 471 |
| Bladen | 257 | 246 | 171 | ... | 674 | 173 | 157 | 118 | ... | 448 |
| Brunswick | 215 | 133 | 100 | ... | 448 | 55 | 53 | 27 | *16 | 151 |
| Buncombe | 912 | 737 | 653 | *3 | 2,305 | ... | ... | ... | ... | ... |
| Burke | 226 | 146 | 117 | ... | 489 | ... | ... | ... | ... | ... |
| Cabarrus | 327 | 202 | 208 | 142 | 879 | ... | ... | ... | ... | ... |
| Caldwell | 343 | 249 | 214 | 2 | 808 | ... | ... | ... | ... | ... |
| Camden | 44 | 26 | 29 | ... | 99 | 19 | 13 | 14 | ... | 46 |
| Carveret | 227 | 198 | 174 | ... | 599 | 57 | 37 | 25 | ... | 119 |
| Caswell | 167 | 133 | 108 | ... | 408 | 134 | 103 | 68 | ... | 305 |
| Catawba | 358 | 372 | 282 | 16 | 1,028 | 23 | 24 | 14 | ... | 61 |
| Chatham | 329 | 276 | 226 | ... | 831 | ... | ... | ... | ... | ... |
| Cherokee | 379 | 326 | 266 | ... | 971 | ... | ... | ... | ... | ... |
| Clay | 225 | 154 | 136 | ... | 515 | ... | ... | ... | ... | ... |
| Crawford | 225 | 154 | 136 | ... | 515 | ... | ... | ... | ... | ... |
| Cumberland | 497 | 423 | 343 | ... | 1,263 | ... | ... | ... | ... | ... |
| Durham | 697 | 547 | 434 | ... | 1,678 | ... | ... | ... | ... | ... |
| Franklin | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Gaston | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Greene | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Guilford | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Hamilton | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Henderson | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Hertford | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Johnston | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Kanawha | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lenoir | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lincoln | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Macon | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Madison | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Martin | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Mecklenburg | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Monroe | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Morgan | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Muskegon | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Nash | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Wayne | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Yamhill | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Yonkers | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| York | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Yuba | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |

Information: This year, special high school students are being educated in the high school building, in the building of the high school, and in the building of the high school. Also, the special high school students are being educated in the building of the high school, in the building of the high school, and in the building of the high school.

III. HIGH SCHOOL ENROLLMENT, CITY UNITS, 1943-44

| CITY UNITS | WHITE GRADES | | | | | | | | | | NEGRO GRADES | | | |
|------------------|--------------|--------|-------|-------|--------|--------|--------|-------|-------|--------|--------------|--------|-------|--------|
| | 9 | 10 | 11 | *12 | Total | 9 | 10 | 11 | *12 | Total | 9 | 10 | 11 | Total |
| | 179 | 141 | 110 | 23 | 453 | 179 | 141 | 110 | 23 | 453 | 179 | 141 | 110 | 453 |
| Albemarle | 179 | 141 | 110 | 23 | 453 | 179 | 141 | 110 | 23 | 453 | 179 | 141 | 110 | 453 |
| Andrews | 47 | 15 | 43 | 46 | 151 | 47 | 15 | 43 | 46 | 151 | 47 | 15 | 43 | 151 |
| Asheboro | 167 | 123 | 92 | 4 | 386 | 167 | 123 | 92 | 4 | 386 | 167 | 123 | 92 | 386 |
| Asheville | 471 | 429 | 354 | 37 | 1,291 | 471 | 429 | 354 | 37 | 1,291 | 471 | 429 | 354 | 1,291 |
| Burlington | 321 | 239 | 190 | 21 | 771 | 321 | 239 | 190 | 21 | 771 | 321 | 239 | 190 | 771 |
| Canton | 41 | 133 | 81 | *140 | 395 | 41 | 133 | 81 | *140 | 395 | 41 | 133 | 81 | 395 |
| Chapel Hill | 86 | 113 | 91 | 290 | 580 | 86 | 113 | 91 | 290 | 580 | 86 | 113 | 91 | 580 |
| Charlotte | 928 | 794 | 675 | 499 | 2,896 | 928 | 794 | 675 | 499 | 2,896 | 928 | 794 | 675 | 2,896 |
| Cherryville | 68 | 54 | 31 | 8 | 161 | 68 | 54 | 31 | 8 | 161 | 68 | 54 | 31 | 161 |
| Clinton | 79 | 68 | 44 | 8 | 199 | 79 | 68 | 44 | 8 | 199 | 79 | 68 | 44 | 199 |
| Concord | 103 | 121 | 115 | 104 | 443 | 103 | 121 | 115 | 104 | 443 | 103 | 121 | 115 | 443 |
| Durham | 499 | 450 | 289 | *326 | 1,564 | 499 | 450 | 289 | *326 | 1,564 | 499 | 450 | 289 | 1,564 |
| Edenton | 72 | 54 | 29 | *10 | 165 | 72 | 54 | 29 | *10 | 165 | 72 | 54 | 29 | 165 |
| Elizabeth City | 132 | 141 | *8 | *39 | 187 | 132 | 141 | *8 | *39 | 187 | 132 | 141 | *8 | 187 |
| Farmont | 92 | 65 | 33 | 66 | 256 | 92 | 65 | 33 | 66 | 256 | 92 | 65 | 33 | 256 |
| Fayetteville | 206 | 163 | 135 | 66 | 570 | 206 | 163 | 135 | 66 | 570 | 206 | 163 | 135 | 570 |
| Franklin | 49 | 40 | 31 | 22 | 142 | 49 | 40 | 31 | 22 | 142 | 49 | 40 | 31 | 142 |
| Franklinton | 28 | 25 | 23 | 11 | 87 | 28 | 25 | 23 | 11 | 87 | 28 | 25 | 23 | 87 |
| Fremont | 396 | 264 | 172 | 111 | 943 | 396 | 264 | 172 | 111 | 943 | 396 | 264 | 172 | 943 |
| Gastonia | 48 | 43 | 24 | 9 | 124 | 48 | 43 | 24 | 9 | 124 | 48 | 43 | 24 | 124 |
| Glen Alpine | 162 | 180 | 142 | 8 | 492 | 162 | 180 | 142 | 8 | 492 | 162 | 180 | 142 | 492 |
| Goldsboro | 530 | 660 | 433 | 22 | 1,645 | 530 | 660 | 433 | 22 | 1,645 | 530 | 660 | 433 | 1,645 |
| Greensboro | 115 | 109 | 71 | 101 | 396 | 115 | 109 | 71 | 101 | 396 | 115 | 109 | 71 | 396 |
| Greenville | 105 | 71 | 63 | 65 | 304 | 105 | 71 | 63 | 65 | 304 | 105 | 71 | 63 | 304 |
| Hamlet | 125 | 125 | 98 | 63 | 411 | 125 | 125 | 98 | 63 | 411 | 125 | 125 | 98 | 411 |
| Henderson | 32 | 84 | 63 | 47 | 226 | 32 | 84 | 63 | 47 | 226 | 32 | 84 | 63 | 226 |
| Hendersonville | 273 | 240 | 202 | 18 | 733 | 273 | 240 | 202 | 18 | 733 | 273 | 240 | 202 | 733 |
| Hickory | 447 | 198 | 330 | 310 | 1,285 | 447 | 198 | 330 | 310 | 1,285 | 447 | 198 | 330 | 1,285 |
| Kannapolis | 333 | 225 | 209 | 29 | 846 | 333 | 225 | 209 | 29 | 846 | 333 | 225 | 209 | 846 |
| Kings Mountain | 94 | 80 | 67 | 23 | 264 | 94 | 80 | 67 | 23 | 264 | 94 | 80 | 67 | 264 |
| Kinston | 131 | 122 | 82 | 64 | 399 | 131 | 122 | 82 | 64 | 399 | 131 | 122 | 82 | 399 |
| Laurinburg | 266 | 178 | 142 | *7 | 593 | 266 | 178 | 142 | *7 | 593 | 266 | 178 | 142 | 593 |
| Leaksville | 82 | 82 | 64 | 5 | 233 | 82 | 82 | 64 | 5 | 233 | 82 | 82 | 64 | 233 |
| Lenoir | 266 | 118 | 106 | 73 | 563 | 266 | 118 | 106 | 73 | 563 | 266 | 118 | 106 | 563 |
| Lexington | 118 | 145 | 133 | 44 | 444 | 118 | 145 | 133 | 44 | 444 | 118 | 145 | 133 | 444 |
| Lincolnton | 151 | 140 | 112 | 42 | 445 | 151 | 140 | 112 | 42 | 445 | 151 | 140 | 112 | 445 |
| Lumberton | 97 | 73 | 42 | 38 | 250 | 97 | 73 | 42 | 38 | 250 | 97 | 73 | 42 | 250 |
| Madison | 63 | 48 | 31 | 12 | 154 | 63 | 48 | 31 | 12 | 154 | 63 | 48 | 31 | 154 |
| Marion | 101 | 95 | 88 | 12 | 296 | 101 | 95 | 88 | 12 | 296 | 101 | 95 | 88 | 296 |
| Monroe | 59 | 68 | 36 | 19 | 182 | 59 | 68 | 36 | 19 | 182 | 59 | 68 | 36 | 182 |
| Montesville | 112 | 106 | 94 | 36 | 348 | 112 | 106 | 94 | 36 | 348 | 112 | 106 | 94 | 348 |
| Morrisville | 264 | 201 | 149 | 86 | 650 | 264 | 201 | 149 | 86 | 650 | 264 | 201 | 149 | 650 |
| Morrisville | 25 | 14 | 21 | 22 | 82 | 25 | 14 | 21 | 22 | 82 | 25 | 14 | 21 | 82 |
| Murphy | 141 | 156 | 103 | 80 | 480 | 141 | 156 | 103 | 80 | 480 | 141 | 156 | 103 | 480 |
| New Bern | 186 | 117 | 80 | 34 | 397 | 186 | 117 | 80 | 34 | 397 | 186 | 117 | 80 | 397 |
| Newport | 147 | 112 | 90 | 55 | 404 | 147 | 112 | 90 | 55 | 404 | 147 | 112 | 90 | 404 |
| North Wilkesboro | 125 | 94 | 55 | 44 | 318 | 125 | 94 | 55 | 44 | 318 | 125 | 94 | 55 | 318 |
| Oxford | 81 | 61 | 50 | 1 | 193 | 81 | 61 | 50 | 1 | 193 | 81 | 61 | 50 | 193 |
| Pinehurst | 105 | 101 | 90 | 12 | 308 | 105 | 101 | 90 | 12 | 308 | 105 | 101 | 90 | 308 |
| Raleigh | 26 | 39 | 17 | 12 | 94 | 26 | 39 | 17 | 12 | 94 | 26 | 39 | 17 | 94 |
| Reidsville | 481 | 418 | 288 | 312 | 1,499 | 481 | 418 | 288 | 312 | 1,499 | 481 | 418 | 288 | 1,499 |
| Red Springs | 37 | 27 | 11 | 75 | 160 | 37 | 27 | 11 | 75 | 160 | 37 | 27 | 11 | 160 |
| Reidsville | 193 | 114 | 61 | 86 | 454 | 193 | 114 | 61 | 86 | 454 | 193 | 114 | 61 | 454 |
| Roanoke Rapids | 169 | 139 | 125 | 121 | 554 | 169 | 139 | 125 | 121 | 554 | 169 | 139 | 125 | 554 |
| Rockingham | 200 | 159 | 66 | 76 | 501 | 200 | 159 | 66 | 76 | 501 | 200 | 159 | 66 | 501 |
| Rocky Mount | 224 | 219 | 181 | 161 | 785 | 224 | 219 | 181 | 161 | 785 | 224 | 219 | 181 | 785 |
| Salisbury | 143 | 71 | 208 | 153 | 575 | 143 | 71 | 208 | 153 | 575 | 143 | 71 | 208 | 575 |
| Sanford | 107 | 87 | 71 | 46 | 311 | 107 | 87 | 71 | 46 | 311 | 107 | 87 | 71 | 311 |
| Shelby | 187 | 117 | 120 | 42 | 424 | 187 | 117 | 120 | 42 | 424 | 187 | 117 | 120 | 424 |
| Southern Pines | 37 | 41 | 38 | 3 | 119 | 37 | 41 | 38 | 3 | 119 | 37 | 41 | 38 | 119 |
| Statesville | 110 | 132 | 106 | 94 | 442 | 110 | 132 | 106 | 94 | 442 | 110 | 132 | 106 | 442 |
| Tarboro | 121 | 52 | 58 | 10 | 241 | 121 | 52 | 58 | 10 | 241 | 121 | 52 | 58 | 241 |
| Thomasville | 133 | 127 | 105 | 14 | 379 | 133 | 127 | 105 | 14 | 379 | 133 | 127 | 105 | 379 |
| Tryon-Saluda | 50 | 35 | 42 | *17 | 144 | 50 | 35 | 42 | *17 | 144 | 50 | 35 | 42 | 144 |
| Wadesboro | 59 | 56 | 48 | 39 | 202 | 59 | 56 | 48 | 39 | 202 | 59 | 56 | 48 | 202 |
| Washington | 167 | 106 | 109 | 88 | 470 | 167 | 106 | 109 | 88 | 470 | 167 | 106 | 109 | 470 |
| Weldon | 45 | 34 | 36 | 1 | 116 | 45 | 34 | 36 | 1 | 116 | 45 | 34 | 36 | 116 |
| Wilson | 174 | 153 | 118 | 110 | 555 | 174 | 153 | 118 | 110 | 555 | 174 | 153 | 118 | 555 |
| Winston-Salem | 566 | 376 | 522 | 550 | 2,014 | 566 | 376 | 522 | 550 | 2,014 | 566 | 376 | 522 | 2,014 |
| TOTAL | 12,054 | 10,003 | 8,232 | 4,236 | 34,525 | 12,054 | 10,003 | 8,232 | 4,236 | 34,525 | 12,054 | 10,003 | 8,232 | 34,525 |

*Includes 195 special high school students as follows: 121 in Canton; 38 in Durham; 10 in Edenton; nine in Elm City; eight in Elizabeth City; five in Leaksville; and four in Tryon-Saluda.

A Charter of Education For Rural Children

The first White House conference on rural education presents the following as the educational rights of every rural child and pledges itself to work for their achievement: Conference held October 3, 4, 5, 1944, Washington.

1. Every rural child has the right to a satisfactory, modern elementary education. This education should be such as to guarantee the child an opportunity to develop and maintain a healthy body and a balanced personality, to acquire the skills needed as tools of learning, to get a good start in understanding and appreciating the natural and social world, to participate happily and helpfully in home and community life, to work and play with others, and to enjoy and use music, art, literature and handicrafts.

2. Every rural child has the right to a satisfactory, modern secondary education. This education should assure the youth continued progress in his general, physical, social, civic and cultural development begun in the elementary school, and provide initial training for farming or other occupations and an open door to college and the professions.

3. Every rural child has the right to an educational program that bridges the gap between home and school, and between school and adult life. This program requires, on the one hand, coöperation with parents for the home education of children too young for school and for the joint educational guidance by home and school of all other children; and, on the other hand, the coöperative development of cultural and vocational adult education suited to the needs and desires of the people of the community.

4. Every rural child has the right through his school to health services, educational and vocational guidance, library facilities, recreational activities and, where needed, school lunches and pupil transportation facilities at public expense. Such special services, because they require the employment of specially qualified personnel, can be supplied most easily through enlarged units of school administration and the coöperation of several small schools.

5. Every rural child has the right to teachers, supervisors and administrators who know rural life and who are educated to deal effectively with the problems peculiar to rural schools. Persons so educated should hold State certificates that set forth their special qualifications, should be paid adequate salaries, and should be protected by law and fair practices in security of their positions as a reward for good and faithful services. The accomplishment of these objectives is the responsibility of local leadership, state departments of education, the teacher-education institutions and national leaders in rural education.

6. Every rural child has the right to educational service and guidance during the entire year and full-time attendance in a school that is open for not less than nine months in each year for at least 12 years. The educational development of children during vacation time is also a responsibility of the community school. In many communities the period of schooling has already become 14 years and should become such in all communities as rapidly as possible.

7. Every rural child has the right to attend school in a satisfactory, modern building. The building should be attractive, clean, sanitary, safe, conducive to good health, equipped with materials and apparatus essential to the best teaching, planned as a community center, and surrounded by ample space for playgrounds, gardens, landscaping and beautification.

8. Every rural child has the right through the school to participate in community life and culture. For effective service the school plant must be planned and recognized as a center of community activity; the closest possible interrelationships should be maintained between the school and other community agencies, and children and youth should be recognized as active participants in community affairs.

9. Every rural child has the right to a local school system sufficiently strong to provide all the services required for a modern education. Obtaining such a school system depends upon organizing amply large units of school administration. Such units do not necessarily result in large schools. Large schools can usually provide broad educational opportunities more economically, but with special efforts small schools can well serve rural children and communities.

10. Every rural child has the right to have the tax resources of his community, state and nation used to guarantee him an American standard of educational opportunity. This right must include equality of opportunity for minority and low-economy groups. Since many rural youth become urban producers and consumers, it is necessary for the development of the democratic way of life that the wealth and productivity of the entire nation should aid in the support of the right of every child to a good education.

These are the rights of the rural child because they are the rights of every child regardless of race, or color, or situation, wherever he may live under the United States flag.

Miss Wetherington Reports On Visits to Schools

Miss Julia Wetherington, associate in the Division of Instructional Service of the State Department of Public Instruction, accompanied by Miss Birdie Holloway, of Woman's College, recently visited schools in Duplin, Sampson and Washington counties in the evaluation of music programs, conferences and demonstration lessons.

Some of the outstanding things which were noted by these two people in these counties were the following:

Duplin County—B. F. Grady School.
The first grade group of children gave a program in music and rhythmic as a culmination of the year's work. The techniques of these children in rhythmic, dramatics and in music demonstration were so outstanding that Superintendent Johnson is repeating this program for all the primary teachers in the county at a general meeting on Tuesday, April 17.

Sampson County—Salemberg School.
A grade of children sang songs that they planned to sing as a part of the general community sing to be given in the school auditorium on April 15. At this community sing last year over 1,000 people took part in the program. The conducting was done by people from the community who could participate in the singing of hymns and community songs. This is one way in which the principal, Mr. O. C. Johnson, and his teachers are making the school and community a coöperative effort.

Washington County—Creswell School.
The Creswell building is in good condition, being well built and adequate to meet the needs of the 18 teachers. Through the close coöperation and unity in the professional program and in community interest, Mr. T. J. Collier, the principal, and the teachers have worked with the P.T.A. in planning a community program in the procurement of materials needed in the school. Various activities were used to raise the necessary money. One activity that has been emphasized each year is a May Day program in which the children gave rhythmic and folk dances, singing the songs they have learned through the years and participating in a general outdoor program. At this program ice cream and barbecue have been sold. Other programs are given through the year to which a small admission charge was made.

During the past two years this school has added approximately \$1,485 worth of materials to its instructional program. This sum was expended as follows: In instructional supplies (maps, paper, pencils, paints, clay and varied teaching and visual aids for each room)—\$330; shrubbery for the grounds—\$200; improvement in the lunch room in inlaid linoleum and serving dishes—\$475; improvement in the home economics room—\$300; and matron service, \$20 monthly—\$180.

New Superintendents Are Elected

There have been a number of changes in school superintendents so far this year, it is learned. Some of these have retired under the provision of the State Retirement Act, whereas others have not been reflected for various reasons.

At its April meeting the State Board approved the election of a number of superintendents who had been elected by the local boards, and others will be approved at the meeting of the board in May.

New superintendents for next year have been elected in the following units:

COUNTY

Ashe—B. H. Duncan, Jefferson.
Bladen—
Columbus—
Davie—
Greene—B. L. Davis.
Guilford—E. D. Idol, Greensboro.
Jones—William B. Moore, Trenton.
Rowan—Charles C. Erwin, Salisbury.
Union—O. W. Staton, Monroe.
Wilson—
Yancey—Frank W. Howell, Burnsville.

CITY

Wadesboro—W. B. Terrell.
Glen Alpine—W. A. Young.
Whiteville (new unit).
Roanoke Rapids—I. E. Ready.
Kinston—J. P. Booth.
Chapel Hill—C. W. Davis.
Lenoir—H. C. Sisk.

New Textbook Commission Is Appointed

A new Textbook Commission to evaluate textbooks for use in public schools of the State was appointed jointly by Governor Cherry and Superintendent Erwin on April 5. This commission, appointed in compliance with the law enacted by the General Assembly of 1945, is composed of 12 persons who will evaluate books for all grades, 1-12. Heretofore there were two commissions or committees, one for the elementary grades and one for the high schools.

Provision is made in the new law, however, that five members evaluate high school books and seven members evaluate only elementary books. Members appointed to the high school division are: E. M. Thompson, Burgaw; Jessie Underwood, Gastonia; Mrs. Dorothy Eagles, Wilson; Estelle McClees, Elizabeth City, and Julia Wharton Groves, Salisbury.

Members representing the elementary division are Supt. L. E. Spikes, Burlington; Frances Lacy, Raleigh; Mrs. Floyd Souders, Fayetteville; Mrs. Manly Williams, Wilmington; R. T. Kimzey, Brevard; Joyce Cooper, Greensboro, and Mary Blackstock, Asheville.

Superintendent Spikes is chairman and Miss Cooper is secretary. The commission is now engaged in the evaluation of textbooks in the fields of mathematics, grades 1-12; reading, grades 1-3, and home economics for the high schools. Reports are expected to be completed in the first-named field by June 1st.

APPROPRIATIONS FOR PUBLIC EDUCATION

| | 1943-44 | 1944-45 | 1945-46 | 1946-47 |
|--|--------------|--------------|--------------|--------------|
| Nine Months School Fund | \$37,062,874 | \$38,140,941 | \$41,360,374 | \$41,997,738 |
| State Board of Education | 82,762 | 82,900 | 91,715 | 91,015 |
| Vocational Education | 919,055 | 919,055 | 1,112,026 | 1,257,427 |
| Purchase of Free Textbooks | 200,000 | 200,000 | 435,000 | 305,000 |
| Vocational Textile School | 63,377 | 6,452 | 8,945 | 9,320 |
| Purchase of School Buses | 650,000 | 650,000 | 1,338,764 | 960,000 |
| Department of Public Instruction | 125,528 | 126,184 | 131,915 | 130,915 |
| Rehabilitation Maintenance | 10,000 | 10,000 | 15,000 | 15,000 |
| TOTAL | \$39,113,596 | \$40,135,532 | \$44,493,739 | \$44,766,415 |
| Estimated Emergency Salary* | | | 3,263,780 | 3,299,300 |
| TOTAL | \$39,113,596 | \$40,135,532 | \$47,757,519 | \$48,065,715 |

*The General Assembly provided for an emergency salary of \$10 per month to all State employees, if the money is available at the close of the preceding fiscal year; or if not available this salary will be paid in multiples of \$2.50 per month as far as the surplus will go, the remainder to be paid at the end of the year, if available.

Board Adopts Resolution Excluding Feeble-minded From N. C. Schools

At its regular April 5th meeting the State Board of Education adopted the following resolution with reference to excluding feeble-minded children from the public schools:

"Whereas, Section 115-303 provides a method for determining whether a child is capable of profiting from instruction offered in the public school of the State, and

Whereas, it is the duty of the State Board of Education to establish limitations and rules in connection with said section,

Now, therefore, be it resolved:

1. That where the local school authorities have complied fully with the provisions of Section 115-303, and where it has been determined through such compliance that any child is incapable of profiting from instruction offered in the public schools of the State, it shall be the duty of the governing board of any school to exclude said child from such school and to notify the Superintendent of Public Welfare and the State Superintendent of Public Instruction of such action."

Age Entrance Law Not Changed

Although there was talk of changing the law in regard to the date when six-year-old children might legally enter school, this law was not changed, it is pointed out by State Superintendent of Public Instruction Clyde A. Erwin.

The law, Section 115-371, provides that children must be six years of age on or before October first of the year in which they enroll to be entitled to enter school during the first month. In fact the law states that such children must enroll during the first month of the school year.

"I hope that all school principals and teachers will call this fact to the attention of parents of children who have already or will become six years old this year, reminding them that *it is the law* that no child may enter school when school opens next fall unless that child's birthday occurs on or before October first. There is no provision by which this law may be waived for any specific case. It applies to everyone alike."

Child Feeding Program Increases

A total of 160,290 children are participating in the Child Feeding Program, sponsored by the State Department of Public Instruction, in coöperation with the War Food Administration and the State Department of Agriculture, it is learned from Mrs. Louine Moore, State supervisor of the program. This number, Mrs. Moore stated, compares with 78,881 who participated in the 1943-44 program.

Mrs. Moore further stated that \$1,800,000 had been allotted to North Carolina by the Federal Government for this program and that \$1,314,068.82 has been spent as of February 28 for the operation of lunchrooms by 931 schools. Practically all of these schools are serving the type A lunch, 77.6 per cent of the number included milk during January. North Carolina, according to Mrs. Moore, is serving more lunches with milk than any other state in the Southern region (nine Southern states). North Carolina stands third among these states in the number of children participating. South Carolina leads with 237,847 children being provided with lunches, and Georgia is second by having 183,386 children participating in the Federal school lunch program.

Certificates Are Extended Two Years by Law

Certificates of teachers and principals were extended another two years by an amendment to the School Machinery Act passed by the recent General Assembly. The effect of this amendment is to extend the life of all certificates through the school year 1946-1947 without the necessity of acquiring additional credit. Teachers who have earned or expect to earn credits may apply such credits in extending their certificates beyond the 1946-47 term. Conditional certificates will be extended only for a one-year period. Teachers holding certificates which have expired between 1931, the first year in which legislative extensions were made, and 1945 are requested to send such certificates to the Division of Professional Service of the State Department of Public Instruction in order that they may be validated to 1947.

Junior Colleges Favor Delay on Military Service Policy

Junior college leaders, by more than a four-to-one vote, favor delaying decision on the question of adoption of a policy of universal military service until after the establishment of peace, according to a nationwide survey just completed by Walter C. Eells, Executive Secretary of the American Association of Junior Colleges. Replies were received from more than 750 junior college administrators and faculty members in over 200 junior colleges in all parts of the country.

By more than a nine-to-one vote, they favor the appointment of a widely representative national commission to study the matter and make recommendations.

They are almost equally divided, however, on the wisdom of a peacetime policy of universal military service if a decision must be made now. On this question 41 per cent of the colleges favored it, 44 per cent were opposed, and 15 per cent said they were uncertain.

If universal military training is to be adopted, however, they are strongly opposed to granting exemptions to any classes of young men, even to conscientious objectors. A majority favor a single period of 12 months devoted exclusively to military training without an effort to combine with it vocational training and general education and believe such a program should be entirely under the supervision of the armed forces.

A policy of universal military training would affect junior colleges particularly, since the great majority of their students are normally in the 18-to-20-year age group.

Seminar on Supervision to Be Held at Woman's College

A seminar on supervision, sponsored by the State Department of Public Instruction and conducted by the staff of the Greensboro Graduate Center, will be held in the Curry Building, Woman's College, from May 28 to June 8. The seminar will be under the direction of Dr. James S. Tippet, University of North Carolina.

One of the main purposes of this seminar, according to Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, is to discover some capable teachers and principals who may become supervisors of instruction in the State. The seminar is an orientation course for prospective teachers.

Membership will be strictly limited. In general, applicants should have bachelor's degrees and from three to five years of experience. The seminar will meet six hours daily, Monday to Friday, and participants will earn two semester hours of graduate of certificate credit. Tuition will be \$12, laboratory fee \$2, and room and board, if desired, \$18.



War finance officials throughout the country have timed for May and June the Seventh War Loan drive so that schools may help, since they gave such wholehearted support in previous war loan drives.

The April, 1945 issue of *Schools at War* gives many suggestions as to the contribution schools can make by participating in this drive. The school library has a responsibility in this national undertaking. A special activity to promote war bond sales in public libraries is explained in a letter from the chairman of the Library Bond Campaign.

Dr. Farley Predicts Educational Changes

Dr. Belmont Farley, Director of Public Relations of the National Education Association, addressing a conference of North Carolina group of educators and others in Charlotte on February 23, predicted a number of important educational changes that would take place following the end of the war. Among these Dr. Farley mentioned the following developments:

- (1) A much broader program of health and physical education.
- (2) Increased emphasis on vocational education, plus the achievement of closer cooperation with business and industry in vocational training.
- (3) The establishment of public "junior colleges" which, in effect, would extend the public school system through fourteen years instead of eleven or twelve.
- (4) The development of "area schools" for the training in highly specialized skills.
- (5) The participation of the Federal Government in the financing of public education, but with control to remain with the states and communities.
- (6) A big surge of new construction, accompanied by changes in structural designs to adapt the school plants for their new programs.
- (7) Changes in classroom technique with greater emphasis on visual education and the steady lifting of teacher standards.

Handbook on Postwar Problems to Be Published

The first general handbook on methods of stimulating popular interest in postwar problems, both national and international, will be published by the Postwar Information Exchange, Inc., in the summer of 1945. The Exchange, with members from nearly 70 research and educational organizations, maintains headquarters at 8 West 40th Street in New York City and acts as a clearing house for information on postwar questions.

Organizations throughout the nation which are carrying on programs dealing with these problems are being invited to contribute their experiences in program planning. The Exchange, with the assistance of the Carnegie Endowment for International Peace, is making a study of the most successful methods developed by national, state and community organizations, of using films, recordings, posters, pamphlets, speakers, radio programs and other educational media. These methods will be described in the handbook and will be illustrated with outstanding experiences of organizations. To aid those engaged in community program planning, the handbook will also list sources of popular educational material available for national distribution. The handbook is a cooperative experiment to improve methods of popular education through sharing of experiences and information. It will be illustrated and written in popular style. Single copies will be sold for 25 cents.

The Postwar Information Exchange, Inc., publishes the monthly *Postwar Information Bulletin* (subscription \$1 for 12 issues) which reports briefly on unusual educational methods and which pools the expert knowledge of its membership on the best current materials for students and adult groups. "The handbook," explained Evans Clark, executive director of the 20th Century Fund, and chairman of the Exchange, "grew out of the *Bulletin's* unique feature, 'Here's How It's Done,' which describes unusual techniques used by organizations to stimulate interest in postwar problems."

Evaluative Criteria Applied to N. C. Schools

Seven North Carolina high schools have been evaluated by a committee from the State Department of Public Instruction and persons representing the schools and colleges of the State during recent months in an effort to answer the question, What is a good high school? These seven high schools to which evaluative criteria were applied were: the Statesville Junior High School, Needham Broughton and Hugh Morson High Schools, Raleigh, Tarboro High School, Morehead City High School, Southern Pines High School, and Laurinburg High School.

The evaluations made were in terms of qualitative factors in the following areas: philosophy and objectives, pupil population and school community, curriculum and courses of study, pupil activity program, library service, guid-

ance service, instruction, outcomes of the education program, school staff, school plant, and school administration.

The following members of the State Department of Public Instruction assisted in these evaluations: A. B. Combs, Mrs. Mary P. Douglas, W. F. Credle, G. W. Coggin, Catherine Dennis, Ella Stephens Barrett, Charles E. Spencer, Dr. H. Arnold Perry, Dr. J. Henry Highsmith, and J. Warren Smith. In addition to these persons visiting committees composed of the following aided in making one or more evaluations: Dr. A. M. Proctor, Duke University; Principal E. R. Smith, Sanford; Prof. B. Y. Tyner, Meredith College; Dr. J. R. Ludington, State College; Principal I. E. Ready, Hugh Morson High School, Raleigh; Supt. R. M. Wilson, Rocky Mount; Principal H. J. McDonald, New Bern; Prof. Herbert Wey, Appalachian High School, Boone; Principal Julia Wharton Graves, Salisbury; Supt. G. H. Arnold, Thomasville; Principal W. B. Harrill, Fayetteville; Supt. C. W. Davis, Roanoke Rapids; Prof. J. L. Memory, Jr., Wake Forest College, and Prof. H. K. Dorsett, Meredith College.

Study Shows Promotions Better in City Schools

The percentage of promotions in elementary schools having five or more teachers is greater in city units than in county units, it is learned from a recent study covering 33 county units and 29 city units. This study which includes 296 schools in county units and 102 schools in city units shows an average of 92.1 per cent promotions at the close of the year 1943-44 in the city schools, whereas the average in county schools was 88.4 per cent.

The study further showed that 12,199 boys and girls in county units and 2,902 in city units were retained in their grades for another year, a total of 15,101 pupils.

Final Report Forms Sent To Superintendents

Report forms for the use of schools in making their final statistical reports have been sent to the superintendents for distribution to teachers and principals having the making of these reports as one of their duties. A supply of each of the following forms were mailed to each superintendent:

Principal's Annual Elementary School Report for elementary schools with five or more teachers.

High School Principal's Annual Report for high schools.

The Annual School Library Report for both elementary and high schools.

Principal's Final Report for all schools, both elementary and high.

The first three reports named are to be made in triplicate, two copies to be mailed to the superintendent, one of which is for the State office. The Principal's Final Report is to be made in duplicate, one for the school and the other for the superintendent to be used as the basis for making the annual Statistical Report to the State Superintendent of Public Instruction.

National Rehabilitation Week Announced

The week of June 2 has been designated as National Rehabilitation Week, it was recently announced by Michael J. Shortley, Director of the Office of Vocational Rehabilitation for the United States. During this week the co-operation of the schools is requested in undertaking an organized, nationwide campaign to bring about the concentration of public thought toward the disabled and the State-Federal program of vocational rehabilitation.

It was in June, 1920, that the North Carolina Legislature met in special session and accepted the provisions of the Federal Vocational Rehabilitation Act. Thus inaugurated a quarter of a century of service to the handicapped citizens of this State.

From that small beginning with one supervisor and one secretary, the State office has progressed until at the present time the staff consists of 20 professional workers and 16 clerical personnel. During this period services to the handicapped have been gradually expanded until now a complete service is available. The mentally ill as well as the physically disabled are now eligible for service. For the first time also physical restoration services with the use of Federal funds are now being provided.

According to Charles H. Warren, State Supervisor, a well-integrated rehabilitation program may include all of the following nine steps:

1. Early location (this is most important).
2. Medical diagnosis.
3. Vocational counseling.
4. Medical and surgical treatment.
5. Physical and occupational therapy and psychiatric treatment.
6. Vocational training.
7. Financial assistance with maintenance and transportation.
8. Placement on a job.
9. Follow-up in employment to insure proper adjustment.

Training of War Workers Shifts to Courses in Textiles

The vocational training program for war workers, which has been provided by the Division of Vocational Education of the State Department of Public Instruction since July, 1940, has shifted from the training of persons for ship building, machine trades, aircraft, radio, and transportation and electric appliance repairs to the training of textile workers, it is stated by J. Warren Smith, Director of the State program.

"Some of the most critical needs of our armed services now," Mr. Smith said, "must be supplied by our textile industries and our State is being called on to furnish a big portion of these strategic materials. These textile products include tire fabrics, tent duck, twill for uniforms, underwear, socks, cloth for parachutes, sheets, towels, flight jackets, signal cloth and life rafts. In most cases our industries are making the yarns and weaving the cloth."

Mr. Smith also stated that "most North Carolina mills have quotas larger than they can fill, largely because of a shortage of skilled workers. By our on-the-job training program," he said, "we are helping with the initial training of new workers as they are recruited for this critical service."

School Laws Enacted by 1945 General Assembly

The list of bills affecting public education as given below were enacted into law by the General Assembly of 1945. A list of all bills introduced was printed in the February and April numbers of this publication. A publication containing most of the school laws passed is being printed and will be distributed to superintendents. Others may obtain copies on request to the Division of Publications, State Department of Public Instruction, Raleigh, N. C.

The list of bills passed are as follows:

HB2. War Bonus extension to July 1, 1945.

HB58. School bus driver examinations.

HB114. School principal's terms.

HB113. Compulsory school attendance. Amended House and Senate.

HB119. Withholding retirement contributions, as amended in the House.

HB122. Status of State employees in service, as amended in the House.

HB158. (Joint resolution.) Commission on teacher compensation.

HB160. Omnibus boards of education appointments.

HB301. School bus drivers' age. House Committee substitute.

HB414. Board of Education purchasing and distribution. Amended Senate.

HB415. Fiscal control of school funds, amended.

HB450. School attendance of deaf and blind. Amended House.

HB477. Educating veterans' children. House Committee substitute; amended Senate.

HB498. Trucks hauling school fuel.

HB523. Free eighth grade books.

HB557. School machinery amendments. House Committee substitute; amended House.

HB614. School practice forests.

HB633. School bus monitors, amended House.

HB969. (Joint resolution.) Joint session re State Board of Education.

HB973. Amending educational districts bill.

SB20. Teachers in armed forces, as amended in Senate.

SB140. Recreation Commission. Amended House.

SB143. Maximum participation in retirement system.

SB264. School lunch loan fund.

SB311. State Board of Education swamp lands.

SB333. Educational districts. Amended Senate.

SB363. Vocational textile school trustees.

SB406. Textbook Commission.

Warren Superintendent Presented Loving Cup

J. Edward Allen, Superintendent of the Warren County Schools for 25 years, was presented a gold loving cup at a recent countywide meeting by the white teachers of the county. The cup was engraved as follows: "Presented to John Edward Allen by the Warren County Teachers in Token of Our Appreciation of Twenty-five Years of Service as Superintendent of Public Instruction of Warren County."

Athletic Equipment Outlook Gloomy

The outlook for an increased production of athletic equipment for civilian use during this year is still very much on the gloomy side, it was stated recently by one of the largest national distributors of athletic goods. The factories are all busy engaged in making equipment for the use of the boys overseas and much more athletic equipment will be needed when hostilities cease.

The production of equipment for civilian use is further limited by the restrictions on critical materials, such as metals, leather, rubber, fiber, and cotton and woolen yarns. Then, too, there is also a shortage of skilled factory workers in this field just as is true in many other establishments.

The schools, it is stated, should not expect much improvement in the situation even after the shooting war is over. The types of equipment that may be secured will be very limited. This applies to baseballs, softballs, uniforms, footballs, track and field equipment, basketball equipment, tennis rackets, balls and nets, award sweaters and jackets, and various other goods.

Film on Milk Production Available to Schools

A new, four-reel sound motion picture, "The Science of Milk Production," has been produced for the Ralston Purina Company, St. Louis, Mo., by the Jam Handy Organization, Detroit, which visualizes and describes in detail the processes by which the domestic cow produces milk.

This film was made in cooperation with Prof. W. E. Peterson, nationally known authority on dairy husbandry at the University of Minnesota. It will also be used to supplement Professor Peterson's lectures on milk production coast to coast. By means of animated drawings the film depicts the cow in her rôle of "milk factory." Much data was contributed to the script by the Ralston Farm Research Department.

This picture has been referred to as the most ambitious attempt yet made to visualize the story of milk production. Among the most important sequences are those revealing milking techniques, proper animal diet, and the effect of proper and improper feeds on the quantity and quality of milk it produces. All inquiries concerning showings should be addressed to the Ralston Purina Company, St. Louis, Mo.

INTERNATIONAL EDUCATION

As Allies Free Countries, They Free Schools As Well

All over the liberated United Nations, school children are trooping back to classrooms to resume studies free of Nazi or Japanese domination.

FRANCE

The first school year of liberated France began in October, 1944. Though the pupils came back to their old school buildings—many of which were badly in need of repair—it was actually a new kind of school to which they returned. "Educational purge" commissions have dismissed from office the small but active minority among the teachers who had become Vichy propagandists.

The Vichy school curriculum has been abolished and the democratic ideology has become again the basic element of French instruction. Vichy school books have disappeared from the shelves, although only part of them have been replaced, due to the paper shortage. Many classes are held without any texts whatever.

A plan for educational reform has been proposed by France's Secretary-General of Education, Dr. Henri Wallon. Its principal point is equality of opportunity in education, he says. First, all children will attend primary schools, for which a new and efficient body of teachers must be trained.

When primary schooling is completed, all children will enter secondary schools the first phase of which, until the age of 15, will be compulsory. These secondary studies will be divided into three sections of equal importance: classical, modern, and technical. Technical training adapted to regional needs will have the largest attendance and it is here that a tremendous effort must be made.

At the close of the first three years, obligatory schooling will terminate. Pupils may go on to the second phase for three more years of specialized study, and so be able to choose careers to fit their interests.

University education will be available for those who desire to continue. In pre-war France there were few opportunities for poor students to continue research after taking their degree. Wallon now plans to subsidize research organizations to help these future scientists find money and materials for their work.

One of the innovations in the proposal is the abolition of examinations; there are to be no primary school certificates, no yearly final examinations, no baccalaureate, but certificates of attendance based upon a school record book.

Strasbourg University was reopened in December, 1944, and is once more teaching the French language banned by the Germans for four years. French classes number 1,200 students and another 800 are studying English. This and the re-opening of Sorbonne University on January 22 mark the beginning of French intellectual recovery.

NETHERLANDS (HOLLAND)

In the Netherlands where the Germans wrecked many schools and libraries, reconstruction and reorganization of the educational system is under way. The first Dutch institution of higher learning to resume is the Roman Catholic Economic College at Tilburg. Students barred from the college during the German occupation but who continued to study privately will be permitted to take examinations by which they may regain their former status. Any known collaborationists are excluded both from such examinations and from the college.

In the Netherlands East Indies, as well as in the motherland, educational rehabilitation is under way. The only Dutch-language school in the liberated areas of the East Indies has been opened on Numfoor Island, off the north coast of Netherlands New Guinea. Most of the classes are being taught by officers of the Netherlands East Indies Civil Administration. The children, whose education was completely neglected during two and one-half years of Japanese occupation, are making up for the time lost, although the schools lack textbooks and many other necessities. Plans for the reorganization of the schools have been outlined by Pieter A. Kerstens, acting head of the Department of Education in the N. E. I. government in Australia.

BELGIUM

In liberated Belgium, as in the Netherlands, schools are being reopened as rapidly as possible. Brussels University was closed under the German occupation. The Universities of Louvain, Ghent, and Liege remained open, but resisted every effort to force them into collaboration. Many students joined the resistance, rather than permit themselves to be sent to Germany for slave labor. Louvain University, a sufferer from German aggression in the first World War, also saw some of its buildings wrecked by German bombs in this war.

YUGOSLAVIA

Despite German destruction of their buildings, lack of adequate facilities and the necessity for continuing the war against the enemy, in some districts of liberated Yugoslavia more schools are operating now than before the war.

An article in the Journal of Education, published in London, says the People's Liberation Committees, which now constitute the local organs of power, are devoting a great deal of attention to providing educational facilities for their people.

Courses have been arranged for the very young, and evening courses for adults. Conditions are difficult: there is a shortage of textbooks, equipment and paper. But newspapers and children's journals, blackboards made from plywood, charcoal for chalk and even plain sticks used to write on sand, are being used as substitutes. Some children are even learning to write the letters of the alphabet with beans or grains of maize.

LAWS, RULINGS AND OPINIONS

County Board of Education; Vacancy; How Filled

In reply to inquiry: I have your letter of March 17, in which you ask the following question:

"If five members of a board of education are appointed by the Legislature for a county and some of these members fail to qualify, how would the vacancy be filled?"

G. S. 115-40 provides that those persons elected members of a county board of education by the General Assembly must qualify by taking the oath of office on or before the first Monday in April next succeeding their election, and that failure to qualify within that time shall constitute a vacancy.

G. S. 115-42 provides that all vacancies in the membership of a county board of education caused by death, resignation or otherwise shall be filled by the action of the county executive committee of the political party of the member causing such vacancy, until the meeting of the next regular session of the General Assembly and then for the residue of the unexpired term of that body. This section further provides that all vacancies that are not filled by the county executive committee under the authority of this section within 30 days from the occurrence of such vacancies shall be filled by appointment of the State Board of Education.

You also inquire, "Would it require a majority of the five members so appointed even though some did not qualify to elect a county superintendent?"

G. S. 115-353 provides that a county board of education, at a meeting to be held on the first Monday in April in 1939, and biennially thereafter, or as soon thereafter as practicable, shall elect a county superintendent of schools subject to the approval of the State Superintendent of Public Instruction and the State Board of Education. A majority of the county board of education would be a quorum for holding a meeting of the board. No meeting could be held unless at least three of the five members were in attendance. If there was a quorum present, a majority of those present could transact the business of the board, including the election of a county superintendent.—ATTORNEY GENERAL, March 19, 1945.

School Teachers; Acceptance of Contracts; Giving Notice of Acceptance After Re-election

In reply to inquiry: In your letter of April 2, 1945, you refer to the 1945 amendment to Section 7 of the School Machinery Act and inquire how the notice therein mentioned is to be given since the contract provisions of the School Machinery Act do not provide for a notice of reelection to be furnished to teachers.

Prior to the 1945 amendment, Section 7 of the School Machinery Act provided that teachers and principals should, within ten days after the close of school, give notice of his or her ac-

ceptance of employment for the following year. The 1945 amendment rewrote this portion of Section 7 to provide that notice of acceptance should be given within ten days after notice of reelection.

The purpose of this notice of acceptance is to afford the school authorities a roster of teachers for the ensuing year. Prior to 1945, teachers and principals were required to give notice of acceptance of employment regardless of whether or not such teachers or principals received notice of reelection. Thus in every case, a teacher or principal who did not receive notice of his rejection was required to give notice of acceptance of employment for the following year.

Since the notice provision was for the convenience of the school authorities, it is my opinion that the effect of the 1945 amendment is to provide a method of obtaining the notice of acceptance of employment if said school authorities so desire. In other words, under the amendment, the school authorities may obtain notice of acceptance of employment if they so desire and this notice may be obtained by giving notice of reelection to the principals and teachers. The reverse is necessarily true. A teacher or principal is required to give notice of acceptance of employment only when he or she receives notice of his or her reelection.

Thus, the effect of the 1945 amendment is to remove the absolute duty theretofore placed on teachers and principals of giving notice of acceptance of employment and to provide that they shall give notice of acceptance when they receive notice of their reelection.—ATTORNEY GENERAL, April 6, 1945.

Re-election Notice to Teachers Notice of Acceptance; Form Of Notice and Method of Giving Notice

In reply to inquiry: I have your letter of April 16, 1945, with reference to giving notice to school teachers of reelection and the notice required by the teacher of acceptance. In a letter written by a member of the staff of this office on April 4, 1945, on this subject, we said: (See opinion above.)

The 1945 amendment clearly contemplates that the proper school authorities should give a notice of reelection, and places the burden of notice on the school authorities rather than the teacher. Prior to that time, the teacher was required to give a notice of acceptance and apparently no notice of reelection was required.

You ask whether the clause of written acceptance within ten days after school closes has become void. I doubt if we should say that the clause of written acceptance has become void because written acceptance is still required on the part of the teacher. The existing law simply makes notice from the school authorities a condition precedent to written acceptance on the part of the teacher.

I think the principal question is whether or not notice by registered letter before the close of school in case of nonelection of teachers is still necessary.

It is required by Section 115-359 of the General Statutes, as follows:

"It shall be the duty of such county superintendent or administrative head of a city administrative unit to notify all teachers and/or principals now or hereafter employed by registered letter, of his or her rejection prior to the close of the school term subject to the allotment of teachers made by the State Board of Education . . ."

I see nothing whatever in any of the other statutes contained in Chapter 115 of the General Statutes nor have I been able to find any amendment that affects the above quoted provision as to notice of nonelection, and I am of the opinion, therefore, that notice by registered letter, as above provided, is still in full force and effect.

I think that we might also add that the notice required by the 1945 amendment to be given to the school teacher would be sufficient if contained in a written letter and mailed to the school teacher, and, as a safeguard, it would perhaps be better if the letter was registered to insure receipt of same. You will note that this statute does not say that this type of notice must be written, nor does it say how the notice should be conveyed to the teacher or served. The other statutes, however, in the chapter where notice is required, speak of the notice being in writing and also speak of it being served or sent by registered mail; and construing these statutes together, I think that the type of notice required by the amendment to Section 115-354 of the General Statutes should be written in form and either personally handed to the teacher or sent by registered mail.—ATTORNEY GENERAL, April 19, 1945.

Attendance in Special Charter District by Persons from Outside the District

In reply to inquiry: I have your letter of March 20 in which you write me as follows:

"According to information from a former . . . School board member there was passed along about 1920 a special act of the legislature under which any plantation adjacent to the . . . Special Charter boundary line could, upon proper application, ask permission for the right of annexation to . . . Special Charter District and send all children on the plantation to the . . . School. I presume that this privilege would carry the obligation of taxes and the privilege of voting in the . . . District.

"Please advise if this act is still upon the statute book and in force or if it has been repealed."

Under Chapter 562, Public Laws of 1933, the School Machinery Act, all school districts, special tax, special charter or otherwise, as then constituted
(Continued on page sixteen)

FROM THE PAST

5 Years Ago

(Public School Bulletin, May, 1940)

The fourth annual meeting of the North Carolina Scholastic Press Institute will be held in Chapel Hill Friday and Saturday, May 3-4, according to David Stick, director of the institute.

As an outgrowth of a desire to have definite information as to how people make a living, 26 high school students in a class in the study of occupations of North Wilkesboro High School made an occupational survey of their town.

There are ten Future Teacher clubs with 332 members organized in the State, according to Clyde Nelson, Secretary, University of North Carolina.

There are now more than 600 accredited elementary schools in the State, according to *State School Facts* for April.

The United States Office of Education estimates that the nation's investment in educational plants and endowments and other trust funds is more than \$12,000,000,000.

45 Years Ago

(Biennial Report, Superintendent of Public Instruction, 1898-99 and 1899-1900)

In the first place, no man should be eligible to the office of county superintendent unless he is a graduate from some college, or if not a graduate, he shall at least first be required to take the examination for life certificate, and if not competent to pass this examination he shall not be eligible to this important office.

We want the *best brain* and the *best talent* to be had in *this work* of the county superintendent, and we must pay for it if we get it, and we may as well recognize this fact, and quit our foolishness about this public school work in its various departments.

I want, in the name of the public school teachers, in the name of the children, and in the cause of public education, to demand that we have the very best men that can be secured for school committeemen in every county in this entire State.

I believe that it is the right to force the people to pay taxes for schools, and that it is also right to force the children to receive the benefit of these taxes.

There is no more potent factor to mould public sentiment than the press of the State. This power is greater in our State now than ever before, because our people read the newspapers more now than ever before.

It is a fact that the ministers of the gospel can and do reach and influence some parents with reference to their duty to their children, more than any other persons can.

We have reached the period in North Carolina history when the politician is a great friend(?) of public education. He speaks long and loud for the dear children.

All of this is encouraging, because we know when the politician is in favor of public education that the people are in favor of public education.

Vital Principles

This war has indeed helped to "liberalize"—if that is the proper term—all our previous conceptions of what secondary education should be. But it has also reaffirmed certain basic, perhaps traditional, principles which will stand out as vital:

That the teacher is always more influential than his subject;

That thoroughness and accuracy, whatever the curriculum, are greatly to be desired;

That knowledge is less significant than character;

That tolerance, broadmindedness, and human sympathy can be inculcated better by example than by sermonizing;

That an appreciation of beauty, in nature and in the arts, can in the right surroundings be aroused and transmitted;

That the qualities which make the good citizen also can, in an emergency, produce the good soldier;

That self-reliance comes from inner growth and cannot be imposed from without;

That *noblesse oblige*, a sense of community obligation, should be a watchword for educated men; and

That the spiritual values are those which endure, through this life and beyond.

And these are postulates which, when the last shot has been fired, I trust that we as teachers may not forget.—CLAUDE M. FUESS in *The Teachers' Digest*; arranged by the NORTH CAROLINA PUBLIC SCHOOL BULLETIN.

LAWS, RULINGS AND OPINIONS

(Continued from page fifteen)

ed for school administration or for tax levying purposes, were abolished except for collection of taxes for debt service, and the trustees were continued as the trustees of the city administrative unit in which certain special charter districts were created.

The attendance of school children in districts other than the administrative unit in which they reside is now controlled by the School Machinery Act. Provision for which you will find in Section 5 in which the State Board of Education is authorized to transfer children living in one administrative unit or district to another administrative unit or district for the full term of such school without payment of tuition, provided sufficient space is available in the district to which the transfer is made. If the transfer is made without authority of the State Board of Education, the provision as to nonpayment of tuition is not applicable.

I believe that this law will furnish you with the information you desire.—ATTORNEY GENERAL, March 22, 1945.

FROM THE PRESS

Wilkes. The 11 lunchrooms being operated in schools of the Wilkes system are serving about 3,000 meals daily, C. B. Eller, county superintendent of schools, said today (April 12).

Durham. At a meeting of the coordinating committee of the Postwar Education Planning Council, held last night in the city hall, a study was made of suggestions for future improvements in Durham's educational system.

Ashe. A. B. Hurt, superintendent of schools, announced yesterday (April 11) that his office now had a large collection of new books for children ready for circulation.

New Hanover. An explanation of the U. S. Senate and House bills to provide Federal aid for schools was heard Friday afternoon (April 6) by the Advisory Council of the New Hanover unit of the N. C. Education Association meeting at Isaac Bear School.

Granville. C. E. Mabe, president, J. D. Hales, vice president, and Mrs. Ruth Phipps, secretary, are the new officials of the Granville County unit of the N. C. Education Association, elected to serve during the coming school year.

Raleigh. If a person wants to stay young in the school business, he must learn to live with children and believe in them, June H. Rose, superintendent of the Greenville schools, told the members of the Civitan Club at their meeting at the Sir Walter yesterday (April 9).

Asheville. "We can and ought to improve our public education by making it more meaningful," J. W. Byers, superintendent of the city schools, said in a talk yesterday (April 10) at the meeting of the American Business Club, held at the Manor.

Burlington. Burlington city school teachers of the N. C. Education Association reelected their officers and went on record as endorsing the Thomas Hill bill for Federal aid to schools during a meeting with parents at the Broad Street School last night (April 6).

High Point. A group of outstanding educators representing the Southern Association of Colleges and Secondary Schools will come to High Point tomorrow (April 17) and begin an exhaustive check of criteria and evaluations compiled by the teachers and the principal of Senior High School and by Superintendent Charles F. Carroll during the past several years.

Rocky Mount. Local schools are now at work on a ship-launching contest by selling and buying war bonds and stamps here in predrive activities for the Seventh War Loan Drive, Russell Braswell, chairman of the local campaign, announced here today (April 21).

1945 School Legislation Reviewed

An article, "Schools and the Legislature," by L. H. Jobe, of the State Department of Public Instruction, appeared in the April number of *North Carolina Education*. This article has been mimeographed and copies may be secured by writing direct to Mr. Jobe.



General Assembly of 1945 Revises Disease Control Legislation

Immunization against whooping cough is required under a new law enacted by the General Assembly of 1945. This Legislature also revised the smallpox law making it a requirement that all children in every county of the State shall be vaccinated for smallpox before being admitted to any school. Formerly, it has been discretionary with the several counties as to whether vaccination should be required or not.

The new law with reference to whooping cough provides that "All children in North Carolina are required to be immunized against whooping cough before reaching the age of one year." This law also provides that "No principal or teacher shall permit any child to enter a public, private or parochial school without the certificate provided for or some other acceptable evidence of immunization against whooping cough. Evidence as to vaccination for smallpox must also be submitted to the school authorities before a child is allowed to enter.

Exceptions in the case of diphtheria are made to persons belonging to religious organizations whose tenets forbid medical treatment of or vaccination against disease. This provision, however, does not apply to individuals who might claim to be simply conscientious objectors in the matter of immunization. They must be bona fide members of a religious organization which objects collectively, not individually. In other words, an individual parent cannot escape the responsibility of having his or her child immunized against diphtheria simply because he or she, individually, does not choose to believe in it. Such an individual must be a member of a recognized religious group which objects to such immunization as a matter of principle and not prejudice.

Children of Marion Family Make Record

What is believed to be a school record unsurpassed by any other family of the State has been made by the children of Mr. and Mrs. J. C. Norman, who attend the Clinchfield School of the Marion city unit. According to Hugh Beam, superintendent, nine of the 11 children of Mr. and Mrs. Norman have enrolled in school, but none of these nine has ever been absent or tardy during their entire school days. Four of the nine, Superintendent Beam stated, have already finished school, two boys being now in the Army and two girls have married. Five are now in school and two have not reached the age for school entrance.

INTERESTING ARTICLES IN THIS ISSUE

| | Page |
|--|------|
| Editorial: Shocking Inequality | 3 |
| Congress Favors World Office of Education..... | 4 |
| State Board Adopts \$41,000,000 Budget at July Meeting..... | 10 |
| West Virginian Proposes Depart- ment of Peace..... | 11 |
| American Education Week To Be Observed | 12 |

National Organization Sponsors International Relations Clubs

International Relations clubs in colleges and high schools are sponsored as a part of the work of the Carnegie Endowment for International Peace. This work is carried on through its Division of Intercourse and Education with headquarters at 405 West 117th Street, New York City.

There are now 1,228 clubs of this kind all over the world. 1,098 of the number being in the United States, including Alaska, Canal Zone, Hawaii and Puerto Rico.

The Endowment's 1944 yearbook explains that these clubs are groups of students meeting regularly to discuss the international situation. "The sole condition of affiliation of such a group with the Endowment," says the yearbook, "is that freedom of speech shall be respected. This in itself precludes propaganda and partisan activities."

Schools May Keep Equipment Purchased for War Training Programs

■ Schools using equipment bought with Federal funds during five years of the war training programs will retain title to it, and shall not be "required to surrender it" to anyone. Thus declares the 1946 Appropriations Act for the U. S. Office of Education. Net effect of this provision is to make schools owners of some \$75,000,000 worth of tools and equipment, though estimates vary.

Text of the "rider" says:

That equipment purchased during prior fiscal years from appropriations under the heading "Education and Training, Defense Workers (national defense)," in accordance with proposals submitted by educational agencies and approved by the Commissioner, shall remain the property of the agency designated as in the proposal and approved by the Commissioner to purchase and to hold title to such equipment, and that the supplies authorized by the Commissioner to be purchased shall remain the property of the agency authorized to purchase such supplies: *Provided further*, That no school or school system shall be required to surrender possession or use of any property or equipment which it is using in its educational or training programs. (Appropriations Act for Labor-Federal Security, Public Law 124, 79th Congress, signed July 3, 1945.)

NOTE: In most instances, title to the equipment is held by the State Board for Vocational Education. But regardless of that fact, the school system or school unit actually using the equipment need not give it up to the State. ESMWT and food production programs are covered by the rider, as well as the war production training.

Time Extended for Payment Of Back Retirement Differences

The time at which State employees who made between \$3,000 and \$5,000 might make retirement payments for that part of their salaries within these limits earned between July 1, 1941, and April 1, 1945, has been extended to October 1, 1945, it was announced by Baxter Durham, Executive Secretary of the Teachers' and State Employees' Retirement System.

The General Assembly of 1945 raised the participation limit from \$3,000 to \$5,000, effective April 1, 1945. The law also provided that persons earning salaries in excess of \$3,000 as of July 1, 1941, and later might make their participation on this amount in excess of \$3,000 but not exceeding \$5,000 retroactive to that date by paying into the retirement system the amount that would have been deducted had the higher participation been in force at that time. The actual amount due, therefore, will be four per cent of the amount (between \$3,000 and \$5,000) received from the State during that period.

STATE OF NORTH CAROLINA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CLYDE A. ERWIN
STATE SUPERINTENDENT

RALEIGH

September 10, 1945.

To Superintendents, Principals and Teachers:

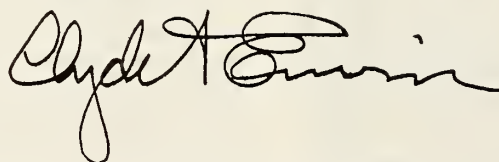
GREETING. *First, I wish to greet you most heartily at this beginning of a new year when the whole world is at peace again. I hope that the schools can soon return to a normal program of work and that never again will we have to witness a world conflagration. You and I both know that the schools have suffered a great deal during the war period. On the other hand, I am sure that each of us has gained many "lessons" from the experiences of recent years that will be of inestimable value to our future service. One thing we as teachers should strive at all times to keep before the oncoming generations is the horror, the cost, and the destruction in lives and materials that war causes. We should also more than ever before teach more about the American way of life; its past and its value.*

AID TO VETERANS. *Second, I should like to request that each of you render such aid as you may be able to give to those who have returned from the armed services to civilian life. We can be on the alert for opportunities to assist those veterans who are searching for a way to continue their education. Much assistance of this nature may be obtained from a veterans committee which I recently appointed with Dr. James E. Hillman of this Department as chairman. Then, too, the State Veterans Administration with Col. Wiley M. Pickens, a former school man, as its head, will be in position to give aid whenever possible. Everyone called upon should help these men and women in their efforts to increase their education.*

BACK-TO-SCHOOL DRIVE. *Third, we should not forget those who should continue their high school education. A number of boys and girls left school before graduation to accept employment. Now, that the war is over, they should return and complete their high school education. Many drop out of school each year before they finish the work required for graduation. These should be persuaded to continue in school until graduation.*

To do these things will require much individual work. I believe that it will be worth it, however, and I am therefore suggesting that such activities be considered as a regular part of every teacher's, principal's or superintendent's duties.

Very truly yours,



State Superintendent of Public Instruction.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, NORTH CAROLINA

CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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Editorial Comment

VOLUME X

With this number we are beginning the tenth volume of the PUBLIC SCHOOL BULLETIN. Those of you who have been receiving this publication from its inception will recall that it started as a modest mimeographed bulletin issued eight times during the school year. After three years we started to print it as an eight-page publication. And now it keeps us very busy to fill up the 16 pages to which it has grown with news, notes and other articles concerning educational matters. Many of you have helped us by sending in material relative to outstanding achievements made by your schools. To all of you who have co-operated in this way we express our appreciation.

It will be noted that this year we are discontinuing the use of a picture on the cover. This has been done because it has been very difficult to secure suitable prints for making cuts. We hope instead, however, to include more pictures on the inside pages, and we shall thank you to send us any good photographs for possible use in this way. We shall also appreciate it if you will continue to send us copies of any materials which you have mimeographed, and articles that have appeared in your local papers, and any other educational material to which you wish to call our attention for possible use in the NORTH CAROLINA PUBLIC SCHOOL BULLETIN. Let us have your criticism, too, if you have any, in order that we may make this paper the best of its kind in the country. Unless you tell us we will not know whether we are providing you with what the school people desire to know and wish to see in the columns of this paper. Your co-operation is solicited, therefore, in helping us prepare this publication for print each month.

BACK TO SCHOOL

Now since World War II has come to an end it is expected that unemployment will increase and that available jobs will go to those who are better prepared. This means that youth who have not completed their high school education will be gradually dropped from employment rolls. It is of the utmost importance, therefore, that every young person, including those who have been discharged from the armed services of the nation be fully informed of the necessity for thorough preparation for the job which they expect to secure in the years that lie ahead.

In an effort to keep high school boys and girls in school and to get back in school those who for one reason or another left school before high school graduation, a back-to-school drive is being sponsored by the U. S. Office of Education, the National Education Association, the Children's Bureau and other national organizations. State and local organizations have been requested to implement this drive in whatever way possible in order that favorable

"results" will be obtained. Appeals are being made to youth, to school people, to employers and to parents.

A list of "things to do," prepared by the National Educational Association, is presented elsewhere on this page. School people should take the initiative in this matter. First, read these "things to do"; then act.

SHOCKING INEQUALITY

NOTE: The following editorial is being reprinted from the Winston-Salem Journal. It calls attention to a recent study concerning the status of public education in the several states, about which we hope in a forthcoming number of this publication to have more to say. It seems to us that any one who has the provision of equal educational opportunities at heart cannot help but be impressed with the facts disclosed by this report and in favor of a means of providing better educational advantages in those areas of this nation that do not

and cannot now provide them. But we must do more than write editorials about these conditions if anything is to be done that will make it possible that adequate educational facilities will be provided to ALL THE CHILDREN OF THIS NATION.

A study of school expenditures in the United States, made public this week by Dr. John K. Norton, of Columbia University, reveals a shocking degree of inequality of educational opportunity in this country.

The survey was sponsored jointly by the U. S. Office of Education, the American Council on Education, the National Council of Chief State School Officers, the Southern States Work Conference on School Administration and the National Education Association. It required two years to complete, and shows that some areas of the country have 60 times as much financial support behind the education of their children as other areas.

This means, of course, that some children get 60 times as much educational opportunity, so far as financial support determines, as other just as good American children receive.

According to this report, no matter what figures one may give in determining the minimum amount necessary to provide a decent educational opportunity for children in typical classrooms throughout the nation, there are still hundreds of thousands, if not millions, of children in school systems which fall below the minimum specified.

Another significant fact revealed by this investigation was that the states with the least adequate school systems are already making an economic effort to finance education which involves substantially greater sacrifice than those made by the nation as a whole or by states with relatively higher levels of support.

Those who made this survey declare that the evidence presented forces certain distinct conclusions. One is that millions of children are either being denied all educational opportunity or the provision made for their schooling is so meager that their preparation for citizenship is wholly inadequate.

Another is that denial of decent educational opportunity to millions of American children will continue so long as the financing of education rests almost solely on the fiscal resources of the individual states.

The final conclusion is that immediate and effective remedying of this situation is a matter of primary public concern, because such a situation as this violates one of the fundamental tenets of American life and constitutes a continuing source of national weakness.

The remedy, of course, lies in support of public education by the Federal Government through a national equalization fund to aid those states which are not financially able to provide adequate school facilities for their children.

THINGS TO DO Back-to-School Drive

1. Arrange for a series of newspaper articles in your community.
2. Plan radio programs and spot announcements.
3. The high school principal may write a letter to each student who was registered in his school last spring, pointing out the importance of returning to school.
4. Develop a special leaflet and distribute to all youth of high school age in your community.
5. School officials might meet with work permit officers to discuss plans for urging non-high school graduates who apply for work permits to take part-time jobs only and return to school, or, where possible, to change their plans and return to full-time school.
6. Call a meeting of parents of all children who have received work permits to explain the importance of having children return to school, and the possibilities of part-time study work arrangements.
7. Consider a communitywide mass-meeting for young people at which school, business and labor leaders will present the pros and cons of school versus work.
8. Ask parent-teacher groups, civic clubs, churches, women's groups and others to lend their influence to the back-to-school drive.
9. Arrange for individual guidance service to young people, discussing the value of experience and salary as compared with more education and future opportunities.
10. Local school boards, education associations or business houses may sponsor display ads in the local papers.

American Council to Study Army And Navy Educational Techniques

What civilian schools and colleges can learn from Army and Navy wartime educational techniques will be the subject of a two-year investigation soon to start under the auspices of the American Council on Education, according to an announcement made by Dr. George F. Zook, president, recently. A grant of one hundred and fifty thousand dollars (\$150,000) from the Carnegie Corporation of New York and the General Education Board has been received by the Council to carry on this work. The study will be under the direction of Dr. Alonzo G. Grace, Commissioner of Education of Connecticut, on leave of absence for this purpose. Dr. Grace will establish headquarters and staff in Washington, and will also have the assistance of a special commission of leading educators who will meet with the staff from time to time and visit military and naval installations to observe training programs in operation.

The study of the educational features of military training has been endorsed by both the Secretary of War and Secretary of the Navy, and Dr. Grace recently met with officials of the War and Navy departments in Washington to map out plans for the project. Among the various subjects which have already been selected for study are the various procedures which the armed forces have used in selection, classification and assignment of personnel. Tests and testing procedures, rating scales, evaluation boards, etc., will be analyzed by Dr. Grace and his staff. Other studies will include the techniques of curriculum construction based upon analysis of the job to be done, the emphasis on demonstration and performance in teaching and continuous measurement of progress, new uses of printed materials, visual and auditory aids and school equipment, training programs for leadership and for the training of teachers, physical education and health, short-term refresher courses, and new fields for women. An analysis will also be made of the nonmilitary educational activities such as those of the United States Armed Forces Institute, and Coast Guard and Marine Corps institutes. The comprehensive library program whereby the reading interests of men and women have been met will be included.

Dr. Grace indicated that a series of definitive reports would be issued when the study is completed, but that exhibits for meetings, work conferences, etc., filmstrips, films and radio programs dealing with the materials which were discovered to be of most significance for civilian schools and colleges would be made available as the study progresses.

Recreation Commission Appointed During Summer

Early in July Governor Cherry appointed a Recreation Commission for the State composed of the following persons: R. L. McMillan, Raleigh; Rev. Charles S. Hubbard, Roseboro; Charles W. Gunter, Gastonia; John C. Mackereil, Banner Elk; Mrs. John G. Hewitt, Charlotte; Montgomery Hill, Greensboro; and W. J. Kennedy, Durham. Ex

officio members of this Commission are Governor Cherry, State Superintendent Clyde A. Erwin, Dr. Ellen B. Winston, Superintendent of Public Welfare, and R. B. Etheridge, Director of the Department of Conservation and Development.

This Commission was authorized by the 1945 General Assembly. It will be the duty of this Commission to study and appraise the recreational needs of the State, to co-operate with counties, cities and towns in promoting recreational systems, and to act as a receiving agency for any Federal funds which may be allocated for recreational purposes. An annual appropriation of \$7,500 was made for the operation of the Commission for the next two years.

The Governor also appointed an Advisory Commission of 30 members representing various activities of the State, with Russel M. Grumman, of Chapel Hill, as chairman.

Moore County Teachers Favor Workshop Type Meetings

A recent evaluation by Supt. H. Lee Thomas of the workshop type of professional study meetings carried on during 1944-45 by the teachers of Moore County discloses that this type of meeting is preferred.

A series of workshop programs in Art, English, Health and Physical Education, Library and Children's Literature, Mathematics, Music, Science, Social Studies and Writing, the evaluation report stated, were held at the Carthage High School on October 30, November 13, November 27 and December 11, 1944. Dr. H. Arnold Perry, of the State Department of Public Instruction, led the discussions in each of the general meetings and supervised the group meetings. Educational specialists in the various fields assisted Dr. Perry on days when the subjects in which they had special training was considered.

As a result of a questionnaire sent to the teachers after the workshop meetings had been completed, the following summary of conclusions were made:

1. Moore County teachers prefer the workshop type of professional study meeting.
2. These workshop meetings should be held in the early fall.
3. These meetings should be held in the evenings of regular school days.
4. The greatest number of teachers desire help in teaching reading.
5. The most helpful things received from last year's meetings were art appreciation and how better to teach art.
6. Better trained, non-local specialists to lead discussions in various subjects will improve meetings.
7. Teachers learned most from the Art, Writing, and Medical workshops,

Congress Favors a World Office of Education

The House and the Senate have unanimously gone on record as favoring U. S. participation in an international educational and cultural organization.

Without opposition, the Mundt Resolution (H. Res. 215) passed both the House and the Senate.

Partial text of the resolution reads:

"Whereas the future peace and security of the American and of all other peoples rest upon . . . effective education at all levels; and whereas the Axis countries have pursued a deliberate policy of destroying the technical, professional and teaching personnel of the countries they have conquered, and have encouraged hatred and misunderstanding; and whereas, it is essential to collaborate with other nations to promote educational advancement. . . ."

Therefore both the House and Senate resolved to urge ". . . the participation by the Government of the United States in the creation of an international educational and cultural organization by the nations of the world for the purpose of advising together and to consider problems of international educational and cultural relations throughout the world and more particularly to organize a permanent international agency to promote educational and cultural relations, the exchange of students, scholars, and other educational and cultural leaders and materials, and the encouragement within each country of friendly relations among nations, peoples, and cultural groups: *Provided, however,* That such agency shall not interfere with educational systems or programs within the several nations, or their administration."

Full "Emergency Salary" to Be Paid Fiscal Year 1945-46

Under a recent budget memorandum it was announced that the "emergency salary" provided for by the Legislature of 1945 will be paid in full during the fiscal year 1945-46. The law making provision for this salary states that an amount not in excess of \$10 per month shall be paid to all full-time public school teachers and other State employees making \$3,600 or less per year, if the balance at the end of the preceding year is sufficient. If that balance should not be ample to pay the full \$10 per month, the law provides that \$7.50, \$5, or \$2.50 per month should be paid, the highest amount to be paid within the funds available. Since the announcement that the funds are available for 1945-46, all teachers will have a total \$120 per year added to their annual salaries; and since teachers are paid on a nine-months basis, they will have a monthly salary of \$13.33 in addition to the amount which they are entitled to under the State salary schedule.

This emergency salary, under the law, is not subject to deductions for the State's Retirement System, which is compulsory for all State employees, including teachers.

Health Report of Reidsville Negro High School Is Example of Good School Work

What is regarded as an excellent example of what can be done to improve the health of public school children is shown by a recent report made by the Washington High School (Negro), of Reidsville. This mimeographed booklet consists of 41 pages, entitled "Washington High School Reports Its Health Project," was made last December under the supervision of the faculty of the school and through the co-operation of the parents and students.

The objectives of the project were:

"1. To ascertain by medical diagnosis the prevalence of certain diseases and the general health conditions of the pupils of Washington High School.

"2. To improve the general health of the pupils.

"3. To help pupils to develop desirable attitudes and habits relative to health to the extent that they will be carried over into adult life.

"4. To help the community to become more health conscious."

The report shows that 683 pupils were given physical examinations covering the following: sight, tuberculosis, hearing, goiters, teeth and gums, heart defects, tonsils and communicable diseases. Where defects were found, remedies were recommended and ways were found by which they could be made effective.

According to Charles E. Spencer, Adviser in Health and Physical Education for the Department of Public Instruction, this project was one of the best carried on in the State. "It exemplifies co-operation between school and community, especially parents," he stated. "I wish to commend this example to other high schools."

Books On Religion Are Approved for School Use

Books on religion and character development suitable for elementary and high school libraries have been approved and are printed in the State Library book lists, superintendents were recently advised by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, and Mrs. Mary Peacock Douglas, State School Library Adviser, in a joint letter calling attention to the fact that a list of books under the imprint of Carolina Christian Fundamentals Association which was being circulated throughout the schools of the State contained the names of books which "definitely are not recommended for school library purchase, nor are they acceptable for accredited school libraries." According to Dr. Highsmith and Mrs. Douglas, these books "are for the most part published by the William B. Eerdmans Publishing Company of Grand Rapids, Mich., and do not represent a carefully selected group of books in the fields of religion and character education." Co-operation is requested in giving this information to principals, teachers and school patrons as to the "general unsuitability for school libraries" of these books.

N. C. Leads in Number of Approved High Schools and Colleges for Negroes

■ With 11 colleges and 22 secondary schools North Carolina leads the states in number of approved high schools and colleges for Negroes in the area covered by the Southern Association of Colleges and Secondary Schools, it is disclosed in the recently prepared list of approved colleges and secondary schools for Negro youth by the Committee on Approval of Negro Schools. This Committee is composed of H. M. Ivy, Superintendent of Schools, Meridian, Miss., Chairman; J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, Raleigh, N. C., Secretary; and Robert L. Cousins, Director, Division of Negro Education, State Department of Public Instruction, Atlanta, Ga.

The number of approved colleges and secondary schools for Negroes in these states are as follows:

Alabama—5 colleges, 7 high schools.

Florida—3 colleges, 5 high schools.

Georgia—9 colleges, 8 high schools.

Kentucky—2 colleges, 12 high schools.

Louisiana—3 colleges, 4 high schools.

Mississippi—3 colleges, 4 high schools.

North Carolina—11 colleges, 22 high schools.

South Carolina—4 colleges, 6 high schools.

Tennessee—4 colleges, 7 high schools.

Texas—6 colleges, 15 high schools.

Virginia—3 colleges, 15 high schools.

This does not mean that there are no other high schools or colleges for Negroes in these states, it was explained by Secretary Highsmith, who made the list available. This "approved list" indicates that the institutions included have met certain minimum standards for accreditation by the Association and as such their students

may be transferred from one to the other in the group without examination, and that the institutions themselves provide a standard of instruction which meets the requirements of the Association.

North Carolina institutions meeting these requirements are:

Colleges—Johnson C. Smith University, Barber-Scotia Jr. College, N. C. College for Negroes, Elizabeth City State Teachers College, Fayetteville State Teachers College, A. and T. College, Bennett College, St. Augustine's College, Shaw University, Livingston College, and Winston-Salem Teachers College.

High Schools—Allen, Asheville; Jordan Sellars, Burlington; Orange County Training, Chapel Hill; Second Ward, Charlotte; Hillside, Durham; E. E. Smith, Fayetteville; Dillard, Goldsboro; James B. Dudley, Greensboro; Immanuel Lutheran, Greensboro; William Penn, High Point; Lincoln Academy, Kings Mountain; Dunbar, Lexington; Mary Potter, Oxford; Washington, Raleigh; Washington, Reidsville; Booker T. Washington, Rocky Mount; Price, Salisbury; Palmer Memorial Institute, Sedalia; Williston Industrial, Wilmington; Charles H. Darden, Wilson; and Atkins, Winston-Salem.

Geographic School Bulletins Resume Publication

The Geographic School Bulletins, published by the National Geographic Society, Washington 6, D. C., will be resumed for the 1945-46 school year on October 1, the Society has announced.

Describing the publication which nearly 35,000 teachers used last year for accurate, up-to-date material on places, peoples, industries commodities, national boundary and government changes, and scientific developments in the news, the announcement points out that each of the 30 weekly issues will continue to contain five articles and seven illustrations or maps. The format of the bulletins is designed so that each article, with illustrations and suggestions for further reading, is a complete unit, detachable for separate filing, for bulletin board use or for distribution to students in the classroom.

The publication is one of the National Geographic Society's leading educational features. It is, in fact, a gift to education by the Society's 1,250,000 members. The 25-cent subscription fee merely covers the mailing and handling charges. Other costs are borne by the Society's educational fund.

Government restrictions on paper have limited the Bulletin's subscription list. Present paper allotments will permit the addition of only a few hundred subscriptions to last year's list.

Final Shipment of Language Arts Bulletins Made

The second half of the new Language Arts publication has been received from the printer and distribution made to the county and city superintendents. This 393-page bulletin includes the courses of study for use in the public schools, all grades from one to 12, inclusive, for the subjects of Oral and Written Expression (Grammar), Spelling, Handwriting, and Reading and Literature. It was prepared under the direction of Miss Hattie S. Parrott, Associate in the Division of Instructional Service of the State Department of Public Instruction, with the co-operation and assistance of committees and individual and group leaders in the field of education.

According to the foreword by State Superintendent Clyde A. Erwin, "It is the purpose of this course of study to so improve our present teaching techniques as to make language skills more functional in the lives of boys and girls. . . . The various examples of practice and numerous suggestions presented in this publication," he says, "are to assist the teacher in her efforts to improve all phases of the language program."

Copies of this publication may be secured at 50 cents each from the Division of Publications and Supplies, L. H. Jobe, Raleigh, N. C.

Suggestions Prepared for Program Of Professional Improvement

■ The following suggestions on "How to Organize a Program of Professional Improvement" were recently prepared by the Division of Instructional Service of the State Department of Public Instruction and sent to superintendents:

I. *Appoint a Planning Committee.* Do this the first week of school. Usually seven members are enough. Include elementary and high school teachers from as many different schools and areas of instruction as feasible. One or two principals should be included and the superintendent and supervisor should serve ex-officio. Select sub-committees to handle such matters as publicity, materials, etc.

II. *Propose a Program for the Year.* Consider the problems facing the schools at the present time. What are the most pressing educational needs? What type of professional study program will help most in meeting these needs? In many units last year workshops were organized which greatly aided teachers in improving their teaching ability. Why not use the workshop technique in your unit this year? In proposing the program make suggestions about:

1. Areas in which workshop groups may be organized.
2. Number of meetings.
3. Schedule—dates, hours, places.

III. *Get Reactions from Teachers.* Mimeograph the proposed plan and have each principal meet locally with his faculty to discuss it and to suggest ways of improving it. Send a questionnaire or inquiry sheet for each teacher to fill out and return.

IV. *Make Necessary Revisions.* Change the proposed program in accord with needs and interests as expressed by teachers.

V. *Get the Best Leadership Possible.* Use the following as resources:

1. Local school people — teachers, principals, etc.
2. Local lay persons—musicians, artists, craftsmen, etc.
3. School people and laymen in nearby towns.
4. Staff members of the Department of Public Instruction, the N.C.E.A., local county and city officials (health, recreation, libraries, etc.)

5. Faculty members in nearby colleges.

6. Field workers in state and national agencies.

VI. *Publicize the Program.* Keep all teachers informed. Let the public know that teachers are studying their jobs and keeping up with latest developments so that they will be better equipped to meet the current needs of youth.

VII. *Secure Adequate Financial Support.* The local school board may be able to set aside funds to carry on the work; if not, investigate other possibilities such as group pro rata contributions.

VIII. *Provide an Adequate Supply of Materials.* Do not delay. Have materials on hand for the first meeting if possible.

School Canneries Can Fruits And Vegetables

During the month of July 619,624 cans of fruits and vegetables were canned in the school community canneries, which are operated in connection with the vocational agricultural departments of the high schools, it is stated by A. L. Teachey, Director of the Food War Training Program for the Division of Vocational Education of the State Department of Public Instruction.

Some of this food, Mr. Teachey reported, was canned for the school lunchrooms, but the majority of the foods canned represents fruits and vegetables canned by farm families of the community for family use. According to Mr. Teachey, August and September will be the most active period for these canneries in the canning of fruits and vegetables. During August and September large quantities of food will be canned for school lunchrooms in addition to the canning done by farm families of the community.

Last year over 5,000,000 cans of food were processed in these school community canneries by 22,000 different families. Each of these families received instructions in the cannery on the best methods and practices in canning to insure a supply of wholesome and nutritious food. The farm families who use these canneries are assisted with their canning problems by the teachers of agriculture and home economics.

In these canneries the families of the community find ideal equipment and conditions for canning large quantities of food in a short time and at the same time enjoy the fellowship of their neighbors as they work and learn together.

Farmville Negro School Receives \$2,500 Gift

The Farmville Colored School recently received a gift of \$2,500 from the A. C. Monk & Company, of Farmville. This contribution to the school by the local concern was made with the understanding that it is to be used as a supplement to the funds for the Farmville Colored School Library and/or the Vocational Training Department operated by the school.

Upon receiving the check, Irvin Morgan, Jr., secretary-treasurer of the Farmville Board of Education, wrote A. C. Monk, president of the A. C. Monk & Company, that "every citizen of the Farmville School District, both white and colored, will be grateful to you for this thoughtfulness. Please accept the thanks of the school board for this contribution."

Permanent School Lunch Program Recommended

A permanent school lunch program has been recommended by the House Committee on Agriculture, after extended hearings on a bill sponsored by Representative Flannagan of Virginia.

The bill (H.R. 3370) would authorize the Secretary of Agriculture to grant to states a total of \$50,000,000 each year to be used in buying foodstuffs for children's lunches. At the same time, the U. S. Commissioner of Education is authorized to allocate to the states \$15,000,000 each year to provide nutrition education and train supervisory personnel for school lunch programs.

The Committee on Agriculture, in recommending that the permanent school lunch program "do pass," said:

"The bill will effectively advance two desirable objectives: the improvement of the health and well-being of the nation's youth, and the assurance, both immediately and in the period of postwar reconversion, of a substantial market for agricultural production."

NOTE: The Senate will probably not hold any separate hearings on this measure. For practical purposes, therefore, both the Senate and House committees have cleared this measure. Passage by either the House or the Senate, however, is not likely until after Labor Day, 1945.

Experience Requirement for Principals Waived for 1945-46

As a result of a resolution passed by the State Board of Education at its regular meeting held August 2, a teacher who holds a Class A Certificate and had had no experience is eligible for a Provisional Principal's Certificate for 1945-46. The former regulation required a year's experience before the Provisional Principal's Certificate would be issued. The waiving of this regulation makes it so a person hired as a classified principal may receive the salary approved for that job provided he is entitled to hold under present regulations the Class A Certificate. This waiving of the regulations for one year is due to a shortage of principals having the required experience.

Sound Films Are Made Available

The Jam Handy Organization, 2900 East Grand Boulevard, Detroit, Mich., announces the availability of 16 mm. prints on the following educational sound motion picture subjects: "Spot News," one reel. (Shows how photos are transmitted by wire.) "On the Air," one reel. (How a great radio program goes on the air.) "Heights and Depths," one reel. (Basic principles of photo engraving.) "How You See It," one reel. (Explains why motion pictures are seen in motion.) "Sand and Flame," two reels. (Manufacture of glass.) "Current Flashes," one reel. (How electricity has been tamed and made to work for us.) "Use and Care of Hand Files," two reels. "Hand Sawing," two reels.

School War Savings Top \$1,767,000,000 to Date

Breaking all previous records, the war savings of teachers and students in the past school year have reached \$715,000,000, bringing the total of their wartime savings to well over one and three quarter billion dollars.

"I congratulate the boys and girls and their teachers for this magnificent contribution to the fight for victory and a just peace," said President Harry S. Truman to the two District of Columbia students who made the official report for classroom cohorts across the country.

The official presentation ceremony took place in the President's study at the White House on July 5 just before he left for the Big Three conference in Potsdam.

The official report to the President as Commander-in-Chief was made in the form of a mahogany plaque featuring the schools-at-war flag in a bronze medallion.

Back of that plaque stand 30,000,000 school children and a million teachers whose continued savings this year have made possible the sponsorship of nearly 20,000 pieces of military equipment for the armed forces. The field ambulance has been the most popular single item of equipment, with the schools sponsoring 8,246 during the past year. Greatest dollar investment was in 114 hospital service planes valued at \$14,250,000.

The official report of school-sponsored equipment includes: 5,741 jeeps, 2,869 planes, 355 landing craft and 58,461 life rafts. In addition they have financed army mules, machine guns, trucks, bomb trailers, potato-peeling machines, demolition bombs and thousands of ampules of penicillin.

The new campaign for fall will feature hospital equipment and medical supplies as the most urgently needed materials.

Onslow County Employs Supervisor

Mrs. Katie E. Cutting has been employed as supervisor of instruction for the schools of Onslow County, it has been announced recently. Before going to Onslow County as supervisor, Mrs. Cutting was employed in the Columbus County schools, as a teacher in Hallsboro in 1944-45 and as principal of the Old Dock-Nakina School the two years preceding. She also taught a number of years in Rowan County, Winston Salem and Greensboro, and at one time was supervisor of the Beaufort County schools.

Mrs. Cutting received her A.B. degree from Woman's College in 1929 and her M.A. from Columbia in 1934. She took additional work in the John Hopkins School of Education and Psychiatric Clinic for Exceptional Children.

The employment of Mrs. Cutting in Onslow County makes a total of 11 county supervisors in the State. Other counties having supervisors are: Alamance, Carteret, Davidson, Durham, Forsyth, Johnston, Mecklenburg, Northampton, Pitt and Surry.

Points for Use of Language Arts Bulletin Made by Instructional Service Division

■ In order to aid all teachers to study and to make practical uses of the new Language Arts bulletin which has recently been distributed, the Division of Instructional Service of the State Department of Public Instruction has prepared a statement of suggestions, which are given as follows:
To Those Interested in Making the Most of This Bulletin:

1. Regardless of the grade or the special phase of the language arts you are teaching, it is very important that you read carefully the whole bulletin from *foreword* to the *index*. When you have had this experience you will know the appropriateness of the suggestion.

2. This bulletin will be used most intelligently by teachers who examine its suggestions and discuss them critically, preferably with their fellow teachers. Some of the language arts experiences recorded or suggested may not be suitable in certain classrooms. However, it is suggested that you examine them carefully. If they do not fit a specific situation, decide why they are unsuitable and why some other organized curricular practice is more appropriate. This thoughtful examination will be a simple kind of evaluation and through it the work of the school will improve, either because teachers find ways of refining their work with children or because they honestly can conclude that each child is provided with experiences which are in accord with the principles of a desirable language arts program.

3. It is quite obvious that no uniform prescription can be made which will provide an adequate series of experiences for the boys and girls in our schools. Each child is different from all others. Some children come to school with rich home backgrounds and are accustomed to hearing language used properly and skillfully. Others live in an environment in which language is mutilated whenever a phrase or sentence is spoken. These and many other facts make absurd the view that a suitable uniform course of study in the language arts can be developed and used in many schools.

The only educationally defensible program in the language arts is one which has been planned in terms of the various individual children (their needs and interests), in a specific situation. As the groups in each class change from year to year, so the experiences of these groups must change. The well-informed professional teacher, sensitive to the situation, then is the one person best suited to determine the nature of the work for the groups of children for whom she is responsible.

4. It should be understood that the language arts enter into the processes of daily living more than any other areas of learning emphasized in the elementary school. The importance of the ability to communicate with others long has been recognized in the concern of most teachers for reading, spelling, writing and other phases of the language arts program.

Because of the attention they have received, the language arts have remained a source of numerous, provocative questions to many teachers. What is the nature and scope of desirable pre-reading experiences? When should for-

mal work in reading begin? How shall provision be made for individual differences? To what extent is it desirable and possible to integrate the language arts with units of work in other subject areas as well as to correlate the language arts with other projects and enterprises carried on in the classroom? By what means is evaluation of achievement accomplished and how best determine whether or not the pupil is making satisfactory progress in the language arts? These and similar questions are raised frequently whenever teachers gather to discuss professional problems.

One of the important purposes of this bulletin is to help teachers answer these questions, and by reason of the experience, become more confident and secure in their own efforts to improve the learning situation for children, especially in the language arts field as the child's progress in all areas of learning is largely determined by his success in the language arts.

N. C. High School Students Win Honors in Art Competition

Nineteen North Carolina high school students won the distinction of having their art works hung in the National High School Art Exhibition, Carnegie Museum, Pittsburgh, from May 13th through June 3rd. The exhibition ended the 1944-45 Scholastic Art Awards, a national competition sponsored annually in high schools throughout the United States by *Scholastic Magazine*.

Board Adopts New Mathematics Texts

At recent meetings of the State Board of Education new texts were adopted for the subject of mathematics for use in both elementary and high schools. These new books are to be furnished free for grades 3-8 and on a rental basis for the high school grades. They will be put into use just as soon as they can be obtained from the publishers.

The new adoptions and the prices at which they are sold at the retail contract price are as follows:

Arithmetic for Young America (World), Grades 3-6 (four separate books), each 66 cents.

Arithmetic for Young America (World), Grades 7 and 8 (two separate books), each 69 cents.

General Mathematics (Sanborn), \$1.10.

Progressive First Algebra and Progressive Second Algebra (Heath), each \$1.21.

Plane Geometry (Allyn), \$1.21.

New Solid Geometry (Sanborn), \$1.28.

Plane Trigonometry and Logarithms (Winston), \$1.31.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

Accomplishment in Secondary Schools

This presentation concerns the accomplishment of secondary school pupils as measured in terms of the amount of work done, full year, half year, or less than a half year. The percentage figures for these three groups are translated into one figure called an "index of accomplishment." In other words, the figures presented here are complementary to those presented in the August number of STATE SCHOOL FACTS for the elementary schools of the State.

This table also shows that the accomplishment index for 1943-44 for white students in county units and city units is approximately identical, indicating that the high school boys and girls in these high schools in terms of scholastic work accomplishment make about the same progress. Negro high school students on the other hand, in city units accomplish more than students enrolled in county unit schools.

As was the case for elementary schools (see preceding STATE SCHOOL FACTS), the record of accomplishment for white students is better than that for Negro students in both county and city units.

Table I

This table is a summary for the State and for county and city units as separate groups for 1943-44 and for 1942-43. Except for white students in city units, there is a slight improvement in the

FACTS), the record of accomplishment for white students is better than that for Negro students in both county and city units.

A comparison of the index of accomplishment in elementary and secondary schools for 1943-44 shows the following:

| | WHITE | | NEGRO | |
|--------|-------|-------|-------|-------|
| | Elem. | Sec. | Elem. | Sec. |
| State | 92.07 | 93.78 | 86.85 | 89.81 |
| County | 91.41 | 93.78 | 85.86 | 88.79 |
| City | 94.06 | 93.77 | 89.54 | 91.19 |

In every instance, except for white students in city units, this index is greater for the secondary school students than for elementary pupils. The index in elementary schools for whites in city units, however, is highest of all.

Table II

This table gives the information for the school year 1943-44 as to accomplishment in secondary schools in the 100 county administrative units.

The average index for all units in the case of white students is 93.78 and 88.79 for Negro schools, a difference of approximately five points as between the two groups.

Among the units the range in index is from 83.55 in Perquimans to 98.82 in Tyrrell in the case of white students, and from 65.74 for the 27 Negro students in Lincoln to 100.0 in Dare (six pupils) and Haywood (11 pupils) in the case of Negroes. The sparsity of Negro population no doubt has an important bearing upon these latter figures.

Table III

This table shows similar information as was shown for county units for the 70 city administrative units. The range in the index of accomplishment is from 78.18 in Fairmont to 99.29 in North Wilkesboro in the case of white students, and from 68.75 in Fremont (56 pupils) to 100.0 in Lenoir (87 pupils) in the case of Negroes.

II. ACCOMPLISHMENT IN SECONDARY SCHOOLS, COUNTY UNITS 1943-1944

| COUNTY UNITS | WHITE | | | | NEGRO | | | |
|--------------|------------|----------------|---------------|---------------|------------|----------------|---------------|---------------|
| | MEMBERSHIP | PER CENT DOING | INDEX 1943-44 | INDEX 1942-43 | MEMBERSHIP | PER CENT DOING | INDEX 1943-44 | INDEX 1942-43 |
| Alamance | 1,008 | 95.28 | 96.46 | 96.46 | 21 | 83.26 | 16.74 | 87.44 |
| Alexander | 452 | 90.93 | 93.69 | 93.69 | 1 | 95.47 | 4.26 | 97.87 |
| Alleghany | 225 | 86.22 | 10.22 | 92.22 | 33 | 89.12 | 5.44 | 93.20 |
| Anson | 347 | 88.76 | 4.03 | 92.58 | 15 | 83.54 | 8.23 | 89.71 |
| Ashe | 606 | 89.44 | 4.95 | 93.32 | 45 | 80.53 | 7.97 | 87.39 |
| Avery | 489 | 85.69 | 10.22 | 91.92 | 41 | 87.10 | 7.79 | 92.27 |
| Beaufort | 585 | 89.40 | 8.89 | 94.27 | 15 | 72.19 | 13.24 | 82.45 |
| Bertie | 316 | 87.34 | 8.55 | 94.27 | 15 | 72.19 | 13.24 | 82.45 |
| Bladen | 606 | 90.43 | 6.11 | 94.35 | 15 | 72.19 | 13.24 | 82.45 |
| Brunswick | 393 | 86.01 | 8.14 | 91.54 | 15 | 72.19 | 13.24 | 82.45 |
| Buncombe | 2,093 | 92.26 | 4.20 | 95.24 | 15 | 72.19 | 13.24 | 82.45 |
| Burke | 434 | 90.32 | 7.37 | 94.58 | 15 | 72.19 | 13.24 | 82.45 |
| Cabarrus | 760 | 93.95 | 3.95 | 96.45 | 15 | 72.19 | 13.24 | 82.45 |
| Caldwell | 916 | 93.43 | 1.40 | 95.42 | 15 | 72.19 | 13.24 | 82.45 |
| Camden | 722 | 93.48 | 3.26 | 95.92 | 15 | 72.19 | 13.24 | 82.45 |
| Carveret | 543 | 88.03 | 7.55 | 92.91 | 15 | 72.19 | 13.24 | 82.45 |
| Catawba | 347 | 94.81 | 8.75 | 97.04 | 15 | 72.19 | 13.24 | 82.45 |
| Chatham | 955 | 93.30 | 2.20 | 96.10 | 15 | 72.19 | 13.24 | 82.45 |
| Chatham | 688 | 83.14 | 9.45 | 89.72 | 15 | 72.19 | 13.24 | 82.45 |

I. ACCOMPLISHMENT IN SECONDARY SCHOOLS

| | WHITE | | | NEGRO | | |
|----------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | 1942-43 Grades 9-12 | 1943-44 Grades 9-12 | 1944-45 Grades 9-12 | 1942-43 Grades 8-11 | 1943-44 Grades 8-11 | 1944-45 Grades 8-11 |
| State | 139,653 | 93,201 | 93,201 | 39,575 | 26,046 | 26,046 |
| Memberships | | | | | | |
| Per cent doing | 89.35 | 89.80 | 89.80 | 81.17 | 83.72 | 83.72 |
| Full year's work | 5.58 | 5.74 | 5.74 | 9.31 | 8.07 | 8.07 |
| Half year's work | 5.07 | 4.46 | 4.46 | 9.52 | 8.21 | 8.21 |
| Less than half year's work | 93.41 | 93.78 | 93.78 | 88.20 | 89.81 | 89.81 |
| Index of Accomplishment | | | | | | |
| County units | | | | | | |
| Memberships | 96,236 | 62,626 | 62,626 | 23,143 | 15,047 | 15,047 |
| Per cent doing | 88.95 | 89.86 | 89.86 | 79.67 | 82.31 | 82.31 |
| Full year's work | 5.59 | 5.55 | 5.55 | 9.92 | 8.23 | 8.23 |
| Half year's work | 5.46 | 4.59 | 4.59 | 10.41 | 9.46 | 9.46 |
| Less than half year's work | 93.11 | 93.78 | 93.78 | 87.23 | 88.79 | 88.79 |
| Index of Accomplishment | | | | | | |
| City units | | | | | | |
| Memberships | 43,417 | 30,575 | 30,575 | 16,432 | 10,999 | 10,999 |
| Per cent doing | 90.21 | 89.65 | 89.65 | 83.29 | 85.64 | 85.64 |
| Full year's work | 5.58 | 6.14 | 6.14 | 8.46 | 7.86 | 7.86 |
| Half year's work | 4.21 | 4.21 | 4.21 | 8.25 | 6.50 | 6.50 |
| Less than half year's work | 94.05 | 93.77 | 93.77 | 89.58 | 91.19 | 91.19 |
| Index of Accomplishment | | | | | | |

| CITY UNITS | MEMBER-SHIP | | | PER CENT DOING | | | MEMBER-SHIP | | | PER CENT DOING | | | INDEX 1943-44 | | |
|------------------|-------------|------------|-------------------|----------------|------------|-------------------|-------------|------------|-------------------|----------------|------------|-------------------|---------------|------------|-------------------|
| | Full Years | Half Years | Less Than 1/2 Yr. | Full Years | Half Years | Less Than 1/2 Yr. | Full Years | Half Years | Less Than 1/2 Yr. | Full Years | Half Years | Less Than 1/2 Yr. | Full Years | Half Years | Less Than 1/2 Yr. |
| Albemarle | 407 | 89.93 | 4.42 | 5.65 | 93.55 | 93.55 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Andrews | 123 | 92.68 | 5.69 | 1.63 | 95.93 | 95.93 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Asheboro | 336 | 94.95 | 3.27 | 2.68 | 96.35 | 96.35 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Asheville | 1,106 | 81.74 | 15.10 | 3.16 | 90.08 | 90.08 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Burlington | 686 | 92.57 | 4.95 | 2.48 | 95.66 | 95.66 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Canon | 309 | 69.90 | 19.42 | 10.68 | 82.28 | 82.28 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Chapel Hill | 2,577 | 91.74 | 5.43 | 2.83 | 95.16 | 95.16 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Charlotte | 133 | 90.98 | 5.26 | 3.76 | 94.56 | 94.56 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Cherryville | 169 | 76.33 | 14.79 | 8.88 | 85.94 | 85.94 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Clinton | 394 | 81.73 | 7.36 | 10.11 | 88.14 | 88.14 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Concord | 1,304 | 87.88 | 8.97 | 3.15 | 93.99 | 93.99 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Durham | 1,356 | 94.07 | 5.19 | 7.74 | 96.85 | 96.85 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Edenton | 328 | 89.33 | 7.01 | 3.66 | 93.75 | 93.75 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Elizabeth City | 153 | 88.89 | 7.19 | 3.92 | 93.46 | 93.46 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Elm City | 181 | 66.80 | 13.81 | 19.89 | 78.18 | 78.18 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Farmington | 90 | 84.60 | 4.80 | 10.60 | 89.65 | 89.65 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Fayetteville | 54 | 75.53 | 11.70 | 12.77 | 84.57 | 84.57 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Franklin | 705 | 91.57 | 7.42 | 1.01 | 95.53 | 95.53 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Fremont | 103 | 99.03 | 7.42 | 1.01 | 95.53 | 95.53 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Gastonia | 795 | 91.57 | 7.42 | 1.01 | 95.53 | 95.53 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Glen Alpine | 103 | 99.03 | 7.42 | 1.01 | 95.53 | 95.53 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Goldboro | 456 | 96.27 | 1.54 | 2.19 | 97.59 | 97.59 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Greensboro | 1,445 | 90.93 | 7.06 | 2.01 | 94.96 | 94.96 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Grenville | 365 | 95.34 | 2.93 | 2.93 | 97.09 | 97.09 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Hamlet | 273 | 96.70 | 7.73 | 2.87 | 97.71 | 97.71 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Henderson | 303 | 88.46 | 4.29 | 7.26 | 92.41 | 92.41 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Hendersonville | 286 | 95.76 | 1.70 | 2.54 | 97.24 | 97.24 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Hickory | 651 | 96.16 | 2.30 | 1.54 | 97.69 | 97.69 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| High Point | 1,076 | 91.45 | 5.20 | 3.35 | 94.89 | 94.89 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Kannapolis | 749 | 90.12 | 7.34 | 2.54 | 94.42 | 94.42 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Kings Mountain | 240 | 92.92 | 3.33 | 3.75 | 95.52 | 95.52 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Kinston | 307 | 65.47 | 19.22 | 15.31 | 78.91 | 78.91 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Laurinburg | 216 | 92.59 | 6.02 | 1.39 | 95.95 | 95.95 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Leaksville | 498 | 93.97 | 4.42 | 1.61 | 96.58 | 96.58 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Lenoir | 343 | 91.25 | 6.42 | 2.33 | 95.04 | 95.04 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Lexington | 435 | 91.26 | 5.52 | 3.22 | 94.82 | 94.82 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Lincolnton | 365 | 90.14 | 3.83 | 6.02 | 93.56 | 93.56 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Lumberton | 215 | 83.72 | 9.30 | 6.98 | 90.11 | 90.11 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Lumberton | 121 | 85.95 | 3.31 | 10.74 | 90.24 | 90.24 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Madison | 268 | 96.27 | 2.24 | 1.49 | 97.76 | 97.76 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Marion | 171 | 87.13 | 7.02 | 5.85 | 92.10 | 92.10 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Monroeville | 269 | 94.32 | 5.21 | 3.7 | 97.12 | 97.12 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Mooreville | 681 | 91.92 | 5.54 | 2.54 | 95.32 | 95.32 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Morganton | 70 | 85.71 | 12.86 | 1.43 | 92.50 | 92.50 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Morven | 375 | 80.80 | 7.20 | 12.00 | 87.40 | 87.40 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Mount Airy | 360 | 78.33 | 8.39 | 12.78 | 85.97 | 85.97 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Murphy | 316 | 84.31 | 9.81 | 5.88 | 91.06 | 91.06 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| New Bern | 297 | 95.29 | 2.69 | 2.20 | 97.14 | 97.14 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Newton | 176 | 98.86 | 5.57 | 5.7 | 99.29 | 99.29 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| North Wilkesboro | 278 | 94.96 | 2.52 | 2.52 | 96.85 | 96.85 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Oxford | 88 | 96.59 | 3.41 | 1.91 | 98.29 | 98.29 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Pinehurst | 1,317 | 91.54 | 6.15 | 2.51 | 95.04 | 95.04 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Raleigh | 678 | 94.92 | 4.49 | 2.99 | 97.01 | 97.01 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Red Springs | 378 | 84.92 | 7.41 | 7.67 | 90.54 | 90.54 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Reidsville | 465 | 95.91 | 1.72 | 2.37 | 97.36 | 97.36 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Roanoke Rapids | 438 | 80.14 | 16.12 | 3.74 | 89.13 | 89.13 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Rockingham | 704 | 88.64 | 6.36 | 4.50 | 93.22 | 93.22 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Rocky Mount | 529 | 90.17 | 6.24 | 3.59 | 94.19 | 94.19 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Salisbury | 289 | 89.27 | 8.31 | 2.42 | 94.03 | 94.03 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Sanford | 386 | 90.93 | 5.44 | 3.63 | 94.56 | 94.56 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Shelby | 117 | 82.05 | 5.30 | 2.65 | 86.36 | 86.36 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Southern Pines | 397 | 95.47 | 2.77 | 1.76 | 97.29 | 97.29 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Statesville | 215 | 83.26 | 8.37 | 8.37 | 89.54 | 89.54 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Tarboro | 335 | 93.43 | 5.37 | 1.20 | 96.41 | 96.41 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Thomasville | 131 | 76.34 | 9.16 | 14.50 | 84.54 | 84.54 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Tryon-Saluda | 195 | 94.87 | 2.565 | 2.565 | 96.79 | 96.79 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Wadesboro | 430 | 88.14 | 7.21 | 4.65 | 92.91 | 92.91 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Washington | 107 | 90.65 | 3.74 | 5.61 | 93.92 | 93.92 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Weldon | 496 | 98.49 | 3.63 | 3.23 | 95.76 | 95.76 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Wilson | 1,842 | 92.07 | 6.14 | 7.93 | 94.05 | 94.05 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| Winston-Salem | 30,575 | 89.65 | 6.14 | 4.21 | 93.77 | 93.77 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |
| TOTAL | 15,477 | 82.31 | 8.23 | 9.46 | 88.79 | 88.79 | 83.87 | 9.68 | 6.45 | 90.32 | 90.32 | 83.87 | 9.68 | 6.45 | 90.32 |

State Board Adopts \$41,000,000 Budget at July Meeting

■ At its regular monthly meeting on July 5, the State Board of Education adopted the nine months school fund budget providing for an expenditure of \$40,987,552 from State funds during the school year 1945-46. This budget, according to Paul Reid, controller for the Board, represents an increase of \$3,162,102 over the expenditure for the preceding year.

This new budget included the adoption of new salary schedules for all school employees and increases in other items of expenditure as well as a statement concerning the duties of classified principals for the tenth month's pay which was authorized by the 1945 General Assembly.

In the case of superintendents the overall increase was \$58,206, with individual amounts ranging from an annual salary of \$2,880 to \$4,800, or an average of \$4,073.93. Classified principals will receive one month's additional pay, making ten months in all on substantially the same schedule that was in effect for the past year, including the war bonus. The building principal's schedule was put on a graduated basis by adding to the monthly salary such person would receive as a teacher \$2 per month for each State-allotted teacher in the case of three-teacher schools, \$3 per month in the case of four-teacher schools, \$4 per month in the case of five-teacher schools, and \$5 per month for principals of six-teacher schools. Formerly the additional monthly pay of building principals has been \$2 per

month per teacher regardless of size of school.

As to teachers, the salary schedule for this year is the highest ever adopted. For persons with graduate certificates the range is from \$143 to \$187 per month, the old range being from \$136 to \$143 per month. For teachers holding Class A certificates the schedule begins with \$125 monthly for no experience and increases on this basis to \$167 for ten years experience. Under the 1944-45 schedule this range was from \$98 to \$135 per month.

In the case of janitors an increase in funds allotted to the several units has been made, but the determination of the actual increases in individual salaries was left to the local units to decide.

All school employees who receive \$3,600 or less in accordance with the schedules adopted by the State Board will for 1945-46 receive an additional emergency salary of \$120. This emergency salary will be divided by the number of months service rendered and added to the regular salary each month or week as the case may be.

NORTH CAROLINA SALARY SCHEDULE FOR TEACHERS
Monthly Basis, 1945-46

| TYPE OF (CERTIFICATE | EXPERIENCE IN YEARS | | | | | | | | | | | |
|-------------------------|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Graduate | ----- | ----- | 143 | 147 | 152 | 157 | 162 | 167 | 172 | 177 | 182 | 187 |
| Class A | 125 | 128 | 131 | 135 | 139 | 143 | 147 | 152 | 157 | 162 | 167 | ----- |
| Class B | 110 | 114 | 117 | 121 | 124 | 128 | 132 | ----- | ----- | ----- | ----- | ----- |
| Class C | 100 | 103 | 107 | 110 | 113 | 116 | ----- | ----- | ----- | ----- | ----- | ----- |
| Elem. A | 90 | 93 | 97 | 100 | 103 | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Elem. B | 80 | 84 | 88 | 92 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Non-Standard | 75 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |

Girl Scouts to Be Extended to Rural Areas

In an effort to extend the Girl Scout program to girls in rural areas of the country, a letter was recently sent to county superintendents of schools in which the co-operation and advice of these officials were requested. This letter was signed jointly by Mrs. Paul Rittenhouse, National Director of Girl Scouts, and Dr. Howard A. Dawson, Director of Rural Service of the National Education Association.

"Plans for extension of the Girl Scout professional staff and experimentation in organizational structure to serve the needs of rural areas," the letter states, "are all part of the effort being made to more adequately supervise the program in order to reach girls in small communities who are not otherwise being served. Two booklets, "How to Start a Girl Scout Troop," and "Why a Lone Troop Committee?" are available free from the national headquarters, Girl Scouts, New York 17. N. Y. Additional copies of another pamphlet, "Girl Scouting and the Schools," will be sent free upon request.

Teacher Division Changes Personnel

On July 1, 1945, Egbert N. Peeler resigned as Director of the Division of Textbooks to become Superintendent of the State School for the Blind and Deaf. Wade M. Jenkins, formerly Superintendent of the Union County Schools, was elected by the State Board of Education to succeed Mr. Peeler. At the same time A. J. Dickson was elected as Assistant Director to succeed C. H. Walker, who resigned to enter private business.

In addition to his experience as Superintendent of Union County Mr. Jenkins has served a number of years in the schools of the State as teacher and principal. Mr. Jenkins received his A.B. degree from the University of South Carolina in 1921 and his M.A. from the University of North Carolina in 1941.

Mr. Dickson served as teacher and principal of schools in Duplin County from 1928 to 1942 and as principal of the Coats School in Harnett County from 1942 to 1945. He received the A.B. degree from the University of North Carolina in 1928.

Former Chapel Hill Supt. Accepts Position With Army Signal Corps

A. W. Honeycutt, superintendent of the Chapel Hill school unit for the past eight years, has accepted a position as training specialist in the office of the Chief of the Army Signal Corps, Army Service Forces, Washington, D. C. Mr. Honeycutt reported to his new work on July 1. He is succeeded in Chapel Hill by C. W. Davis, formerly superintendent of the Roanoke Rapids schools.

Before going to Chapel Hill, Mr. Honeycutt served as superintendent of the Lexington schools for five years, the Hendersonville schools for 13 years, and for ten years he was a teacher and headmaster of the Furman University Fitting School, Greenville, S. C.

In his new post Mr. Honeycutt will be concerned with the training of civilian personnel which handle the supply services for communications, land, sea and air. His offices will be in the Pentagon Building.

Miss McIver Speaks to West Virginia Workshop Group

"Helping the Teacher in the Small Rural School" was the title of an address given by Miss Marie McIver, Supervisor of Negro Elementary Schools of the North Carolina State Department of Public Instruction, before a workshop group in rural education conducted June 11-30 in connection with the regular summer school at State Teachers College, Bluefield, W. Va.

Miss McIver was invited to spend a week as consultant for the workshop, but she was able to spend only three days there, at which time she gave an address, attended conferences, participated in discussions, and made short talks before a number of small professional groups.

In her main address, Miss McIver told West Virginians something of what North Carolina has done for Negro education and the efforts now being made in this State to improve the educational opportunities for Negro youth. She also pointed out some of the areas in which teachers in rural schools need help in order that they might better improve the lot of rural children.

That Miss McIver's visit to the West Virginia institution was well received is indicated by letters received from the president and dean of Bluefield States College. President H. L. Dickson wrote: "I write to express our great appreciation for the noble service that you rendered here during our workshop period and particularly the climaxing address on the afternoon of our conference on 'Professionalization Dealing with Rural Schools.'" Dean G. W. Whiting said: "Indeed North Carolina needs to be congratulated in having in its State Education Department a personality like you. I wish to take this occasion to thank the State Department through you for granting us the privilege of your services for the three days you spent on our campus. . . . We think so much of your contribution. . . . I am suggesting that it would be fine to bring you to the State Association for our annual meeting."

School-Health Program for 1945-46 is Announced

The in-service training program of the 1945-46 School-health Co-ordinating Service will be carried on in Charlotte and Mecklenburg, Cabarrus and Gaston counties, it was recently announced by Dr. W. P. Jacocks, Co-ordinator.

The School-health Co-ordinating Service is a joint activity of the Department of Public Instruction and the State Board of Health. Its purpose is to co-ordinate health teaching and health services in the schools. Its principal efforts are directed toward giving instruction to teachers and health department personnel in order to facilitate health services and health instruction in schools. The approach to this work is through teachers, colleges, summer conferences, and in-service training.

The State staff consists of the following personnel:

W. P. Jacocks, M.D., Co-ordinator; Charles E. Spencer, Adviser, Physical Education; Ruth O. Moore, Adviser, Physical Education; M. Pearl Weaver, Public Health Nurse; Mrs. Anne Cain, Public Health Nurse; Eunice B. Outlaw, Nutritionist; Hannah M. Turnage, Health Educationist; Walter J. Hughes, M.D., Physician; Jennie L. Douglass, Adviser Health and Physical Education; Eugenia A. Cordice, Public Health Nurse; Bessie Beale, Nutritionist.

National Back-to-School Drive Announced

In order to boost the high school enrollment of the nation U. S. Commissioner J. W. Studebaker has announced a National Back-to-School Drive. This drive opened August 7 and will continue throughout the year in an effort "to encourage school attendance and discourage youth leaving school for full-time employment. This drive is sponsored by the Children's Bureau, U. S. Department of Labor, and the U. S. Office of Education. It has the backing of the Office of War Mobilization and the Retraining and Re-employment Administration.

"In view of the large number of civilian persons that will probably no longer be required on war activities and also the large number that soon will be returning to civilian life from the military forces," Commissioner Studebaker stated, "the assumption now seems warranted that in many instances adults will be available for taking over jobs which youth left school to perform." For this reason a Back-to-School Drive seems not only appropriate but imperative for the future welfare of our country. It is suggested by Commissioner Studebaker that boards of education, superintendents, principals and teachers develop programs and courses that will encourage young people to stay in school or to return to school if for any reason they have been out a year or two. Appeals should be made to both parents and boys and girls, he stated further.

West Virginian Proposes Department of Peace

"A Department of Peace to be headed by a Secretary who shall be a member of the President's cabinet on a plane of equality with all other members," is the proposal which R. M. Davis of Morgantown, West Virginia, has just made to President Truman. The letter follows:

HONORABLE HARRY S. TRUMAN
The White House
Washington, D. C.

Morgantown, West Virginia,
June 27, 1945.

My dear Mr. President:

In order that the new United Nations Charter recently signed at San Francisco may properly function, there must be a fundamental understanding of international relations by all the people of the world. To accomplish this, there must be a broad educational program conducted on both the national and international levels.

Political science, properly referred to as the science of government, has essentially failed the people during your generation and mine or we would not have experienced two devastating world wars in a period of twenty-five years. Industrial science, during the last quarter of a century, has performed marvels in improving the general conditions under which we live; yet, at the same time it has developed weapons with which modern civilization may be destroyed under the process of war.

The destruction of man and property during World War II illustrates clearly the absolute necessity for all of us to direct our efforts from now on toward educating world public opinion in the ways of peace. If this had been done at the end of World War I we might have avoided the pain and sorrow of this war. The cost of an adequate peace program in this country would be less than the cost of one modern battleship and there is no question of a doubt that the people today are eager and ready to follow a leadership that looks toward peace.

To aid in obtaining this objective and to aid the United Nations Charter to function most effectively, I propose that there be created a Department of Peace to be headed by a Secretary who shall be a member of the President's Cabinet on a plane of equality with all other members. The Secretary of Peace should formulate an educational program for a better understanding of fundamental principals of international relationship of all people of the world. Our colleges, universities, high schools, churches and religious organizations should be encouraged to teach such a program. Every encouragement should be offered to scholars to study and write in the field of world problems.

Within the limits of discretion, our government should encourage other countries to carry on similar activities. Peace is possible only if the people generally become actively interested in it and feel that they have a vital part to play in its realization.

The creation of a Department of Peace in the Cabinet will, in my judgment, be the most important step we can take in this country to advance world peace now that we have signed the United Nations Charter. I trust you will give this proposal your earnest consideration.

Very sincerely yours,

R. M. DAVIS.

P.S. In pursuance of the above letter, Congressman Jennings Randolph on June 29, introduced, at my request, H. R. 3628, for the creation of a Department of Peace, more effective operation of the United Nations Constitution and requesting that every high school in the United States introduce courses in the field of international relations.

In relation to the essay contest on a United Nations Constitution which I recently sponsored in the high schools of Monongalia County, Morgantown, W. Va., Dr. John W. Studebaker, United States Commissioner of Education, said: "If this country had 3200 R. M. Davises, think where we would be today."—R. M. D.

Negro Teacher Makes Record

Students who can hang up perfect attendance records over the years, for the story due to light yesterday of a Negro teacher in the New Hanover County School System who has completed 3 years of teaching without a single day's absence or tardiness.

The teacher is William Blount, sole principal, teacher and spiritual mentor of the little three-room Negro school at Aco Branch. For 34 years, spring, fall and winter, he has been at his desk every day instructing his pupils in the

basic three R's and more advanced work.

And further, according to Superintendent of Education H. M. Roland, Blount has annually taken courses at summer schools in order that he might keep abreast of the times educationally.

His community work, Mr. Roland said, has always been outstanding in every way and he enjoys excellent health, has a very sunny disposition and leads a clean Christian life.

William Blount's motive in life, the superintendent said, is to serve his fellow man to the best of his ability.—Wilmington Star, June 9, 1945.

United Nations Charter Makes Seven References to Education

■ An analysis of the United Nations Charter, which was founded at San Francisco, shows seven specific references to education as an instrument of international policy. In addition, there are references to "cultural," "social" and "human rights" aspects of international problems which imply the use of education for their solution.

Specific references to education include:

Chapter IV, Article 13—"The General Assembly shall initiate studies and make recommendations for the purposes of: promoting international co-operation in the economic, social, cultural, educational and health problems and assisting in the realization of human rights and basic freedoms without distinction as to race, sex, language, or religion."

Chapter IX, Article 55—"With a view to the creation of conditions of stability and well-being . . . the United Nations shall promote: . . . solutions of international, economic, social, health and related problems and international cultural and educational co-operation. . . ."

Chapter IX, Article 57—"The various specialized agencies established by inter-governmental agreement and having wide international responsibilities in . . . educational . . . and related fields, shall be brought into relationship with the United Nations. . . ."

Chapter X, Article 62—"The Economic and Social Council may make or initiate studies and reports with respect to . . . educational . . . and related matters, and may make recommendations with respect to any such matters to the General Assembly, to the members of the United Nations and to the specialized agencies concerned. . . ."

Chapter X, Article 68—"The Economic and Social Council shall set up commissions in economic and social fields and for the promotion of human rights, and such other commissions as may be required. . . ."

The Declaration Regarding Non-Self Governing Territories contains the following:

Chapter XI, Article 73—"Members of the United Nations which have or assume responsibilities for the administration of territories . . . accept as a sacred trust the obligation to . . . insure with due respect for the culture of the peoples concerned their political, economic, social and educational advancement. . . ." (and)

"To transmit regularly to the secretary general for information purposes . . . statistical and other information of a technical nature regarding . . . educational conditions . . . in the territory for which they are responsible. . . ."

Chapter XII, Article 76—"The basic objectives of the trusteeship system . . . shall be . . . to promote the political, economic, social and educational advancement of the inhabitants of the trust territories. . . ."

It is these provisions for education which gave the Charter "the soul" which the Dumbarton Oaks proposals did not have, according to San Francisco consultants.

American Education Week To Be Observed

The 25th annual observance of American Education Week will be celebrated November 11-17, 1945. Since its modest beginnings in 1921, American Education Week has come to be a great annual nationwide celebration of the ideals of free public education. It provides an opportunity to interpret to the people the meaning of education for free people.

The theme for the 25th observance is "Education to Promote the General Welfare." Concern for the general welfare is the great need of the world today. This is true if individuals are to have happy and challenging lives, if our nation is to find its way to a prosperous and harmonious future, and if the world is to achieve a stable and enduring peace. The schools have a major role to play in developing citizens who will work together for the common good.

World War II has been won, because we endowed our young men with the best possible training and equipment for war. If this victory is not to be a hollow triumph, we must plan to prepare our young people with equal vigor for the tasks of peace. American Education Week 1945 is an opportunity to stress this idea throughout the nation. America owes it to itself to improve its schools.

For a complete list of the materials available to help you in planning your program for American Education Week 1945 write to the National Education Association, 1201 16th St., N.W., Washington 6, D. C.

AMERICAN EDUCATION WEEK 1945

GENERAL THEME

Education to Promote the General Welfare

DAILY TOPICS

Sunday, November 11—Emphasizing Spiritual Values.

Monday, November 12—Finishing the War.

Tuesday, November 13—Securing the Peace.

Wednesday, November 14—Improving Economic Wellbeing.

Thursday, November 15—Strengthening Home Life.

Friday, November 16—Developing Good Citizens.

Saturday, November 17—Building Sound Health.

New Coronet Slidefilm Series Announced

A new series of 35 mm. slidefilms or filmstrips to be made from Picture Stories appearing in *Coronet Magazine* has been announced by the Society for Visual Education, Inc., of Chicago. The new series will include eight slidefilms to be released one each month from October, 1945 through May, 1946. Each slidefilm is accompanied by a reprint of the Picture Story in *Coronet* which serves as a teacher's manual. The slidefilms become the permanent property of those who receive them.

These slidefilms are provided through the co-operation of *Coronet Magazine* and are offered to projector owners at a nominal charge to cover a part of the costs of handling. Full information may be obtained by writing to the Society for Visual Education, Inc., 100 East Ohio Street, Chicago 11, Ill.

Survey Shows Reading Public Prefers Nonfiction

Among the reading public as a whole nonfiction is more popular than fiction with a majority indicating as their favorite subjects "human behavior," "interesting personalities," or "home-making." These reading interests are revealed by results of a survey made by the National Opinion Research Center, University of Denver, for the American Library Association and 17 co-operating city libraries throughout the United States.

Nearly half—45 per cent—of those interviewed say they prefer nonfiction while 35 per cent say they would rather read fiction. Sixteen per cent say they read one about as much as the other and four per cent are undecided.

In each of the 17 cities whose public libraries collaborated with the American Library Association in having the survey made, NORC interviewers talked with a miniature cross-section of the civilian adult population with the proper proportion—in every standard-of-living bracket—of men and women, young and old, various minority groups. Suburban areas were excluded.

That people's reading interests vary according to a person's sex, education, and age is also shown by NORC's survey. Fiction is the choice of more women than men as the following distribution of preferences reveals:

| Prefer | Men | Women |
|----------------|------|-------|
| Fiction | 24% | 44% |
| Nonfiction | 58% | 33% |
| About the same | 13% | 19% |
| Undecided | 5% | 4% |
| | 100% | 100% |

A more detailed analysis indicates that men tend to be much more interested than women in books on such subjects as politics, foreign countries, vocational information, and science and invention. Women are somewhat more interested than men in books on human behavior, interesting personalities, religion and—as might be expected—are very much more interested in books on homemaking.

New Superintendents For 1945-46 Term

There are 24 new school superintendents who have been appointed since the Educational Directory of 1944-1945 was issued. Ten of these superintendents are in city administrative units and 14 in county units. A number of these new officials succeeded superintendents who retired in accordance with the State retirement law, whereas others succeeded superintendents who were not re-elected. In the case of Asheville the retirement of past superintendent R. H. Latham took place early in the year and the election of Supt. J. W. Byers of Red Springs to that place also made a vacancy at Red Springs which was filled at the same time by the principal, Walter R. Dudley. The new superintendent at Whiteville was necessitated by the establishment by the General Assembly of 1945 of that school as a city administrative unit.

The complete list follows: Wadesboro, W. B. Terrell, Wadesboro; Ashe County, B. H. Duncan, Jefferson; Bladen County, D. M. Calhoun, Elizabethtown; Asheville, J. W. Byers, Asheville; Glen Alpine, W. A. Young, Glen Alpine; Lenoir, H. C. Sisk, Lenoir; Columbus County, J. W. Hough, Whiteville; Whiteville, W. J. Boger, Jr., Whiteville; Cumberland County, F. D. Byrd, Jr., Fayetteville; Currituck County, F. B. Aycock, Jr., Currituck; Davie County, Curtis Price, Mocksville; Greene County, B. L. Davis, Snow Hill; Guilford County, E. D. Idol, Greensboro; Roanoke Rapids, I. E. Ready, Roanoke Rapids; Mooresville, Roland Morgan, Mooresville; Jones County, William B. Moore, Trenton; Kinston, J. P. Booth, Kinston; Chapel Hill, C. W. Davis, Chapel Hill; Red Springs, Walter R. Dudley, Red Springs; Rowan County, C. C. Erwin, Salisbury; Union County, O. M. Staton, Monroe; Washington County, W. F. Veasey, Plymouth; Wilson County, H. D. Browning, Jr., Wilson; and Yancey County, Frank W. Howell, Burnsville.

Fifth Annual Science Talent Search Announced

The Fifth Annual Science Talent Search, conducted by Science Clubs of America, and administered by Science Service for the Westinghouse Science Scholarships, has been recently announced. Fourteen thousand dollars and trips to Washington are the awards that will be made to the forty high school boys and girls who write the best essays on the subject "My Scientific Project."

Two first prizes, one to a boy and one to a girl, of \$2,400 each will be awarded. Eight more will receive \$400 prizes and \$3,000 more in prizes will be awarded at the discretion of the judges. Everyone of the forty boys and girls will, when in Washington, be awarded the Gold Emblem of Science Clubs of America.

As to eligibility, contest requirements and other conditions, write Science Clubs of America, 1719 N Street, N.W., Washington 6, D. C.

State Board Adopts Rules, Regulations Governing Work of Principals For Tenth Month

■ At a meeting of the State Board of Education held July 5, the following regulations governing the duties of principals for which a tenth-month salary was allowed by the General Assembly of 1945 were adopted:

Division of Time. We suggest that the time be divided—two weeks before the opening of the school session and two weeks after the close of the session with the further provision that any administrative unit, with the approval of the State Board of Education, be allowed to vary the time allotment to suit local needs.

Payment for Service. We recommend that the principal be paid for his service prior to the opening of the school after he has filed with the superintendent of the administrative unit a required report; that he be paid for services after the close of the school term after he has filed a similar report. It was suggested that these reports referred to above be added as a part of the Principal's Annual Report.

Duties to be Performed. We recommend that, during the period of service prior to the opening and following the close of the school, administrative and supervisory duties such as the following be performed by the principal:

1. Confer with the central administrative and supervisory officers and with representatives of the State Department of Public Instruction to plan an overall school program with special reference to the local school program of each principal.

2. Work with janitors, bus drivers, cafeteria managers, and other school personnel, to the end that the school plant, supplies, materials and equipment be in readiness for the opening of the school.

3. Confer with community agencies to enlist their support of the program for the year. (P.T.A., Health Department, Ministerial Association, Attendance Officer, etc.)

Detailed Suggestions. The superintendent of the administrative unit, in conference with his principals, will plan in detail the program of work to be undertaken by each principal. To assist in planning the programs of work, the following worthwhile activities are suggested:

1. Review cumulative records of pupils. Make a special study of pupil failures. Study records of pupils who have dropped out and plan to take steps which will increase the holding power of the school.

2. Study records of the Beginners' Day Program and Preschool Clinic and make plans to give the beginners the best possible start in school.

3. Make necessary reports to the superintendent, including: (1) the usual statistical reports, (2) bus reports, (3) book reports, (4) complete inventories of instructional supplies and equipment, (5) an accurate and detailed financial report covering all receipts and expenditures of money handled by the principal.

4. Check buildings and grounds and list needed repairs and renovations,

5. Study the reports and inventories and make requests to the superintendent's office for all necessary instructional supplies and equipment for the year.

6. Make tentative plans for a series of local faculty meetings for professional study. List the most pressing problems of the school and community and build the professional study program around these problems.

7. Appraise the local curriculum and make needed adjustments. Decide on courses to be offered and assign teaching groups to the various faculty members. Assign extra-curricular duties.

8. Make out tentative schedules for the school, including schedules for janitors and bus drivers. Mimeograph and have ready to present to the school personnel in conferences at the beginning of the session.

9. Make a survey of the school community and develop spot maps showing the location of various families. Check bus routes carefully, at the end and at the beginning of the school year, in order to make recommendation to the superintendent concerning desirable changes.

10. At the end of the school year, confer with vocational teachers to formulate definite plans for their summer work.

11. Prior to the beginning of the school year, set aside a definite time to confer with pupils and parents, especially for seniors, pupils who have conditions, beginning pupils, and those who have moved into the school district during the summer.

12. Confer with teachers and discuss proposed assignments, especially with new teachers.

NOTE: Since the Salary Schedule for Building Principals has been substantially increased for 1945-46 over 1944-45, the State Board of Education believes that these principals should provide additional service in a similar way to that expected of classified principals through the tenth month. A tenth month of service for Building Principals is not required, but the State Board believes that a reasonable amount of additional service should be expected of Building Principals. It is suggested that Superintendents of local units secure from Building Principals of five- and six-teacher schools one week of additional service prior to the opening of school and one week following the close of school. A total of one week additional service for the Building Principal of a four-teacher school will probably be adequate. The duties performed during the extra time can be those outlined for classified principals during the tenth month.

Counselor's Duties Listed

What duties must a counselor perform? If you are looking for an answer to this question, here is the answer, which has been prepared by Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance for the State Department of Public Instruction. These duties are listed in 1, 2, 3 order.

Counselor's Duties

1. Advise as to choice of curriculum.
2. Administration and interpretation of tests.
3. Getting acquainted with the pupil.
4. Securing the pupil's confidence.
5. Learning about pupil's occupational interest, capacities and opportunities.
6. Serve as co-ordinator of all guidance program activities.
7. Direct the guidance program of the school.
8. Analysis of opportunities for personality development.
9. Conference with parents on guidance problems.
10. Establish liaison with community agencies.
11. Develop adequate records.
12. Keeping records current.
13. Follow-up of school-leavers.
14. Train staff in interpretation of records.
15. Identifying and evaluating significant experiences.
16. Planning and making community occupational surveys.
17. Assembling and disseminating basic educational and occupational information.
18. Helping school utilize occupational information.
19. Providing for placement function.
20. Counseling and personality problems.
 - a. For referral.
 - b. Referral for whole school.
 - c. Further interviews.
21. Furnishing and interpreting data as basis for curriculum modification.
22. Furnishing leadership to the school staff on guidance program (counseling).
23. Ability to make job analysis.
24. Serve as resource person to teachers interested in pupils as learners.
25. Enable pupil to get acquainted within himself.
26. Exploration of citizenship and occupational opportunities in community.
27. Survey school and community for exploratory experiences.
28. Internship cadet type of experience in counselor experience.
29. Ability to interpret national data.
30. Debunking occupational information and services.
31. Interpretation of occupational information.
32. Necessity for developing objective attitude.
33. Internal administration of the guidance program.
34. Promotion of adequate staff relationships.
35. The identification of moral, emotional, education, vocational and other distinctions in guidance. (Problems.)

Increase in Number of Teachers of Physical Education Shown

According to the principals' annual reports, there were 89 full-time teachers of physical education employed for the year 1944-45. This compares with only five, Lexington, Kings Mountain, Hugh Morson (Raleigh), Stoney Point, and Rockwell, when this program got under way in 1938 with a State Supervisor of Health and Physical Education.

The schools having full-time teachers of physical education were as follows: Burlington High School, Burlington (2); Cranberry School, Elk Park; Bladenboro School, Bladenboro; David Millard School, Asheville (2); Hali Fletcher, Asheville (2); Lee H. Edwards, Asheville (2); Morganton High, Morganton (2); Cannon High, Kannapolis (2); Central School, Lenoir; Newton-Conover, Newton; Kings Mountain, Kings Mountain (2); Shelby High, Shelby (2); Whiteville, Whiteville; Lexington High, Lexington (2); Thomasville High, Thomasville; Central High, Durham (2); Durham High, Durham (3); East Durham Junior, Durham; R. J. Reynolds, Winston-Salem (2); Gastonia, Gastonia; Nichols High, Oxford; Central High, Greensboro; Gillespie Park, Greensboro (3); Lindley High, Greensboro; Senior High, Greensboro (2); Curry, Greensboro (2); High Point, High Point (2); Junior High School, High Point (2); Roanoke Rapids, Roanoke Rapids (2); Waynesville High, Waynesville; Canton High, Canton; Thompson Junior, Statesville; Lincolnton High, Lincolnton; Berry Hill, Route 4, Charlotte; Alexander Graham, Charlotte (2); Charlotte Tech., Charlotte (2); Central High, Charlotte (2); Harding, Charlotte; Red Oak, Red Oak; Rocky Mount, Rocky Mount (2); New Hanover, Wilmington (3); Elizabeth City High, Elizabeth City; Greenville High, Greenville; Asheboro High, Asheboro; Rockingham High, Rockingham; Landis High, Landis; Boyden High, Salisbury; Central High, Rutherfordton (2); Laurinburg High, Laurinburg; Badin High, Badin; Albemarle High, Albemarle; Mount Airy High, Mount Airy; Henderson High, Henderson (2); Needham Broughton High, Raleigh (3); Hugh Morson, Raleigh (2); School for the Blind, Raleigh; and Appalachian, Boone (2).

List of Free Materials On Occupations Available

A list giving sources of free materials on occupations has been prepared by the Occupational Information and Guidance Service of the State Department of Public Instruction. This list includes materials for occupations ranging from accountancy to wholesale trades. The list may be obtained upon request from Miss Ella Stephens Barrett, Acting State Supervisor of Occupational Information and Guidance, State Department of Public Instruction, Raleigh, N. C.

CIO Endorses Federal Aid to Education

Along with maternal and child health, youth security, the school lunch program, and housing, the Congress of Industrial Organizations at its national convention of 1944 adopted a resolution calling on Congress to enact legislation providing for Federal aid to the states for educational purposes. The complete resolution on this topic reads as follows:

"Whereas, our democracy must be based on a people who have the widest opportunities for education. There are many areas in this country where educational facilities are absent or meager and large numbers of American people are denied this important right and

"Many adults, although desiring to learn to read and write as well as to take vocational training and cultural courses, cannot do so because of the absence of adequate facilities, now, therefore, be it

"Resolved, (1) We call upon Congress to enact legislation which has been pending for a long time to provide Federal aid to states for expanding and developing full educational facilities so all Americans shall be able to enjoy the full benefits of education;

"(2) We endorse a national adult educational program and urge the Congress of the United States to appropriate Federal funds to promote a national adult educational program in co-operation with the several states and administrative agencies thereof."

Advances for Building Projects May Be Had

"Funds have been made available under 'Title V of the War Mobilization and Reconversion Act of 1944' to be advanced to public bodies to take care of the cost of the preparation of plans for specific building projects to be undertaken when materials and manpower become available," superintendents were advised by W. F. Credle, Director of Schoolhouse Planning for the State department of Public Instruction, recently. "These advances," Mr. Credle stated, "are to be repaid in full without interest when the construction of the building projects is undertaken."

"While we have not determined the exact per cent of the cost of the projects that will be advanced for plan preparation, our best information is that it will amount to slightly over three per cent, or approximately enough to pay for rather completed working drawings. The application forms are quite simple and may be had by writing to Mr. O. T. Ray, Division Engineer, Bureau of Community Facilities, Federal Works Agency, 20 Fifth Street, N.W., Atlanta, Ga.

"Applications for advances," Mr. Credle further said, "should be accompanied by a statement by the State Superintendent of Public Instruction, indicating that the proposed public work conforms to an over-all plan. We shall be pleased to prepare such statements for you upon request."

Laws, Rulings and Opinions

Maximum Amount of War Bonus Allowed Teacher in One Year

In reply to inquiry: In your letter of May 28, 1945, you state that you employed _____ in the _____ High School for nine months, and that in return she received nine basic salary checks for \$133 each plus a bonus of \$20 for each check during the school year of 1943-1944.

Your question is as follows:

"If the State Board of Education approves and the State Treasurer honors ten *basic* salary checks paid to the same teacher who served in different schools, within the same administrative school unit, during one school year, contrary to the wording of the teacher's contract—'for a period not exceeding nine months—,' why does the Director of Finance claim illegal the corresponding payment of bonus for the tenth school month?"

The answer to your question is found in Chapter 530 of the Session Laws of 1943. On page 603 of the Session Laws you will find the following with reference to the bonus for teachers:

"Provided, that public school teachers and other public school employees and teachers and other employees of other educational institutions paid by the State shall receive the same amount of bonus annually or semi-annually as other State employees in the same salary brackets, such bonus payments for teachers and other school employees to be paid in installments apportioned to the salaries or wages of such teachers and other school employees in accordance with the methods of payment regularly employed in the payment of such salaries or wages."

The contract quoted from in your letter is the contract which Miss _____ had for teaching in the _____ High School and of course, it provides that she shall teach for a period not exceeding nine months. That contract, however, is limited to her services as a teacher in _____ High School. Some public schools in the State commence and end their terms earlier than other public schools, and I am advised that there is no law or regulation which prohibits a teacher, when she has finished her term and discharged her contract to one school, from teaching in another school, the term of which possibly extends further than the school in which she has finished her teaching.

From the above quoted statute you will note that the bonus of teachers is limited to an annual or semiannual basis and it is for that reason that the bonus cannot exceed \$180 a year in this case. This is related to State employees who are in the same salary range. For example, a State employee who is paid on the same salary basis as this teacher would work for twelve months in the year and would receive a bonus of \$15 a month. This would be \$180 a year. A teacher in this same salary range may work but nine months

in the year, yet she receives a bonus of \$20 for each check, which also amounts to \$180. If a teacher was compensated at \$20 for each monthly check as a bonus, and taught in excess of nine months, as it is possible for her to do by teaching extra time in another school, as in this case, then this teacher would receive more bonus than a State employee in the same salary range. It was for this reason that the bonus was fixed on the annual or semiannual basis and it is, therefore, not authorized by law for this teacher to receive an extra \$20 in the form of a bonus that she did receive for teaching one month in the _____ High School.

I am of the opinion, therefore, that for the month taught in _____ High School the teacher was only entitled to the basic salary of \$133 and there is no authority of law for the payment of the \$20 bonus for that month.

Your attention is also called to the last paragraph of page 602 of the Session Laws of 1943 wherein it is stated that the payment of bonus does not apply to persons employed on a part-time or temporary basis, and in addition to the reasons heretofore given, it is extremely doubtful if this teacher should receive the bonus on this ground alone.—Attorney General, June 1, 1945.

Capital Outlay; Contracts and Supervision of Expenditure Of Funds

In reply to inquiry: I have your letter of July 31 enclosing the letter from Mr. _____, County Superintendent in _____ County, in which he inquires as to whether or not, under the present law, a county board of education has any supervision over the expenditure of capital outlay set up for building in the city administrative unit.

This question is answered by the following quotation from G. S. 115-84:

"The building of all new schoolhouses and the repairing of all old schoolhouses over which the county board of education has jurisdiction shall be under the control and direction of and by contract with the county board of education, provided, however, that in the building of all new schoolhouses and the repairing of all old schoolhouses which may be located in a city administrative unit, the building of such new schoolhouses and the repairing of such old schoolhouses shall be under the control and direction of and by contract with the board of education or the board of trustees having jurisdiction over said city administrative unit."

The words, "board of education" appearing in the proviso of this section mean the governing body of the city administrative unit and not the county board of education as shown by the reading of the entire section. I have discussed this matter with you and, with your knowledge of the legislative history of the enactment of this proviso, and I feel that we agree that this construction is correct.—Attorney General, August 2, 1945.

Intangible Tax; Application by Counties for Its County Part

In reply to inquiry: I have your letter of May 4, written as a member of the _____ Public School District, with reference to the distribution of the intangible taxes allotted _____ County. You quote from a letter from the attorney for the Board of County Commissioners and furnish me figures showing the method of distribution of the intangible taxes by _____ County, the total amount of intangible taxes received amounting to \$6,534.82 and allotted as follows:

| | |
|------------------------|------------|
| To County Debt Service | \$1,153.20 |
| To County Fund | 3,305.85 |
| To School Fund | 2,075.77 |

You advise that the County Board of Education's allotment of \$2,075.77 is divided as follows:

| | |
|---------------------|-----------|
| To Current Expenses | \$ 153.76 |
| To Capital Outlay | 76.88 |
| To Debt Service | 1,845.13 |

You take the position that by reason of the provisions of G. S. 115-158, making it mandatory that the County Commissioners shall levy annually a tax sufficient to pay the debt service requirements of the county, no distribution should be made for intangible taxes for this purpose.

This matter, I believe, is controlled by the last sentence in G. S. 105-213 which deals with the division of the intangible taxes between the State, counties and municipalities. This last sentence is as follows:

"The amount so allocated to each county and municipality shall be distributed and used by said county or municipality in proportion to other property tax levies made for the various funds and activities of the taxing unit receiving said allotment."

This means to me that the distribution would have to be made between all the county funds, including the debt service fund. The fact that the county is required by G. S. 115-158 to levy taxes sufficient to pay the debt service requirements does not mean, in my opinion, that the county would be justified in eliminating as a source of revenue for this fund the intangible taxes which this section requires to be allotted for that purpose. The intangible tax section was enacted long after the provision found in G. S. 115-158 but it is not necessary to consider this section as being repealed to the extent of harmonizing with the intangible tax law provisions above quoted, as the debt service requirements both for school debt service and other debt service requirements would be determined in contemplation of the receipt of the intangible taxes as provided in the County Fiscal Control Act, G. S. 153-114, et seq. See, particularly, G. S. 153-124.

With high regards and all good wishes.—Attorney General, May 9, 1945.

FROM THE PAST

Five Years Ago

(Public School Bulletin, September, 1940)

Edward L. Best, Superintendent of the Mecklenburg County Schools for the past five years, died of a heart attack July 5, 1940.

A new 350-page publication, "Physical and Health Education for Elementary and Secondary Schools," came from the press during the closing days of last school year and copies were distributed to superintendents during the summer months.

The fourth annual "Superintendents' Conference," sponsored by the Department, met August 1-3 at the Western Carolina Teachers College, Cullowhee, N. C.

The first printing of 180,000 of the new Cumulative Record folders has been sold to county and city units and an order for an additional 100,000 has been placed with the printer.

Ten Years Ago

(Educational Directory of North Carolina, 1935-1936)

The following were county superintendents:

J. V. C. Thompson, Alleghany
 R. W. Allen, Anson
 J. Ivan Miller, Ashe
 Frank M. Edmondson, Beaufort
 A. E. Lee, Bladen
 S. G. Hawfield, Cabarrus
 C. M. Abernethy, Caldwell
 J. A. Capps, Catawba
 W. R. Thompson, Chatham
 A. L. Martin, Cherokee
 Henry D. Browning, Jr., Columbus.
 T. B. Elliott, Currituck
 R. H. Atkinson, Dare
 W. F. Robinson, Davie
 L. M. Barbour, Durham
 N. E. Gresham, Edgecombe
 W. R. Mills, Franklin
 F. P. Hall, Gaston
 H. C. Sawyer, Gates
 J. H. Moody, Graham
 A. B. Alderman, Greene
 Thomas R. Foust, Guilford
 A. E. Akers, Halifax
 B. P. Gentry, Harnett
 Jack Messer, Haywood
 P. G. Gallop, Hyde
 J. A. Steele, Iredell
 M. B. Madison, Jackson
 A. C. Holland, Jones
 M. D. Billings, Macon
 J. O. Wells, Madison
 Barron Caldwell, McDowell
 E. L. Best, Mecklenburg
 Nathan H. Yelton, Mitchell
 Ray Funderbunk, New Hanover
 P. J. Long, Northampton
 T. G. Leary, Pamlico
 P. S. White, Polk
 J. F. Pugh, Robeson
 J. E. McLean, Rockingham
 S. G. Hasty, Rowan
 L. M. Peele, Scotland
 C. F. Carroll, Swain
 R. H. Bachman, Tyrrell
 E. D. Johnson, Union
 John C. Lockhart, Wake
 H. M. McLean, Washington
 W. H. Walker, Watauga
 J. W. Wilson, Wayne
 K. R. Curtis, Wilson
 J. T. Reece, Yadkin
 James Hutchins, Yancey

OUR CONCERN

All Americans want this country to be a place where children can live in safety and grow in understanding of the part they must play in the nation's future.

If anywhere in the country any child lacks opportunity for home life, for health protection, for education, for moral or spiritual development, the strength of the nation and its ability to cherish and advance the principals of democracy are thereby weakened.

—Franklin D. Roosevelt.

Dr. Rose Heads School Board Association

Dr. D. J. Rose, well-known surgeon of Goldsboro, has been elected president of the North Carolina State School Board Association. It was recently announced by Prof. Guy B. Phillips, executive secretary. The other officers elected were: J. A. Overton, Sanford, vice-president, and J. Temple Gobbell, Chapel Hill, re-elected treasurer. The voting was by mail since no meeting was held this year on account of the war.

Dr. Rose succeeds T. E. Powell, of Elon College. He served for the past two years as chairman of the Association's Legislative Committee. He is a member of the Goldsboro Board of Trustees and as such has contributed much to the development of the Goldsboro school system.

The School Board Association is composed of members of county boards of education, city boards of trustees and school committeemen. It has been instrumental in the development of points of view and legislation regarding public education. Its objectives call for "united co-operation in handling school board problems, sponsorship of needs of our State educational system, and the development of character education."

Davie County Committee Makes Suggestions Pupil Reports

A Committee on Pupil Inventory in Davie County recently made a report on Cumulative and Report forms which is worthy of consideration by other administrative units. The report has been mimeographed and a copy may be obtained from Miss Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance, State Department of Public Instruction, Raleigh, N. C. Simply ask for "Report of Committee on Pupil Inventory" in Davie County.

FROM THE PRESS

Alamance. The last week of the Alamance County teachers workshop which has met daily over a period of six weeks was filled with many interesting activities.

Elizabeth City. With the granting of a salary supplement by the school board this week, Elizabeth City public school teachers during the 1945-46 school year will be getting the highest pay they have received since the State assumed operation of schools in 1939 and possibly before then, Superintendent of Schools J. G. McCracken disclosed today.

Raleigh. Many of the more than 25 new teachers who will arrive in Raleigh this fall to fill vacancies in the public school system may find that there are no rooms ready for them, unless the people of Raleigh volunteer to list more rooms which will be available.

Wake. The transfer of high school students from Holly Springs to Apex for the coming school year has been approved by the County Board of Education and the State Board of Education, according to Randolph Benton, superintendent of the Wake County schools.

Cabarrus, Concord, Kannapolis. Plans for a co-ordinated health program for Concord, Kannapolis and Cabarrus rural schools, to be conducted through the co-operation of the State and County health departments, were discussed and approved Tuesday afternoon (Aug. 7) when school and health authorities met at the office of Dr. M. B. Bethel, head of the Cabarrus health department.

Charlotte. Medical examinations for principals and teachers of the Charlotte city schools will be provided without cost to them during the period of August 28-31 at the city health department, it was announced yesterday (Aug. 11).

Asheville. Miss Martha Reid Bedinger of 48 St. Dunston's road has been named by the Bible in the Public Schools Committee to teach Bible in the sixth grade at all the city elementary schools for the ensuing school year.

Durham. The cannery at Oak Grove School, operated for the people of Durham County, broke all previous records yesterday during the day (Aug. 7), with approximately 700 cans of vegetables and fruit preserved.

Wake. A total of 1,198 children were examined in 47 pre-school clinics conducted by the Wake County Board of Health during the months of March, April and May, according to the May report of the department.

Duplin. The Warsaw School Cannery is announcing today (Aug. 23) facilities for canning meats and vegetables for the people of Duplin County.



Workshops Are Becoming Popular For In-service Training

■ If last year's popularity of the workshop type of in-service training can be used as a barometer, this form of teachers' professional growth meeting is destined to grow even more popular with teachers and principals during the current year, Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the State Department of Public Instruction, stated recently.

From a survey of one area of the State, comprising 33 county and 15 city administrative units, he stated, it was found that 12 of the county units and three of the city units used the workshop type of professional meeting. Of the 91 schools in these 12 units, 89 including 910 teachers and principals formed 77 groups for study and professional improvement. These groups chose the following topics for study: industrial arts, elementary school art, science, music, library science and use of library, children's literature, school curriculum, primary curriculum, intermediate grade curriculum, seventh grade curriculum, eighth grade curriculum, the teaching of reading, reading and spelling, physical education, testing remedial reading, music and physical education, mathematics, dramatics, guidance, social studies, agriculture, the teaching of English, and home economics.

The units included in this survey were the following: Bertie, Craven, Duplin, Edgecombe, Gates, Hertford, Jones, Nash, Tyrrell, Clinton, Rocky Mount and Wilson (city).

It is too early to evaluate the long-term results from these workshops, but according to Julia Wetherington, the State Supervisor who made this survey, the reports of the 77 chairmen, statements from superintendents and the participation and visits of State supervisors indicate that these meetings have been outstandingly superior to other forms of professional group meetings. "A noticeable element in these workshops," Miss Wetherington stated, "was that the work proceeded from what the teacher wanted to know, regardless of the level. There were many teachers returned to service as a war emergency who wanted to share the study of current State curriculum bulletins, recent texts, and trends in instruction. There were those interested in specific processes; manuscript writings, or learning songs and music techniques in the music books provided for each child. Others were looking for better resource materials and better organization plans for using text materials, libraries, visual aids, community interests as guides in units of study or a program for improvement in practices in nutrition, in elementary science or creative arts. There were still others,

an almost negligible number of reports, concerned with provisions of how to keep the grades at the same place within a school or county; which songs to teach in January or March, or how many books every child should read."

INTERESTING ARTICLES IN THIS ISSUE

| | Page |
|---|------|
| Workshops Are Becoming Popular for In-service Training..... | 1 |
| Committee Report Shows Working Day of Teacher..... | 3 |
| State School Facts..... | 8-9 |
| Administrative Conferences Are Completed | 11 |
| North Carolina's Educational Rank Is Improved..... | 12 |

Information Requested for 1945-46 Educational Directory

Blanks requesting information for the 1945-46 *Educational Directory* have been mailed to county and city superintendents by L. H. Jobe, Director of the Division of Publications of the State Department of Public Instruction, who has charge of compiling the educational information for this publication each year. Most of these blanks have already been returned, Mr. Jobe stated, and work has started in the compilation and in making the necessary corrections before it is printed.

"Although it takes some time to get anything printed nowadays," Mr. Jobe further stated, "we hope to make this publication available for distribution before Christmas."

Schools Having Lunchrooms May Not Sell Soda Water And Candy

Schools receiving Federal assistance in the school lunch program may not sell soda water, candy and similar items, it was recently stated by Hillman Moody, State Director of the War Food Administration, in a letter to State Superintendent of Public Instruction Clyde A. Erwin.

In forwarding a copy of this letter to the county and city superintendents Superintendent Erwin said, "You will note from this letter that it will be necessary to take unusual care in seeing that the regulations of the War Food Administration are carried out fully where Federal funds are used in the support of lunchrooms. I know we may count on your full and complete co-operation in this matter."

The Federal regulation reads as follows:

"If this investigation shows that soda water, candy and similar items are offered for sale to the probable detriment of a lunch program featuring nutritious meals, or that insufficient controls are maintained to arouse compliance with the agreement and accuracy of claims, the application should be rejected."

Art Competition Announced

Attention has been called to an Art Competition which is open to all students of senior public high schools in a recent letter to superintendents from J. Henry Highsmith, Director of the Division of Instructional Service for the State Department of Public Instruction. This contest, which offers both state and national prizes for the best greeting card designs, is being sponsored by Harry Doehla, noted publisher of greeting cards, of New York.

Three state prizes, consisting of \$100, \$50, and \$25 war bonds, will be awarded. The state prize-winners will automatically be entered in the final judging when three nationwide winners will be awarded the following prizes:

1. A four-year scholarship to a well-known art school with a total value of \$1,000 with additional allowances for art materials, bringing the award to \$1,400.
2. A two-year scholarship to a well-known art school, with a value of \$700 overall for the two years.
3. A one-year scholarship to a well-known art school, with an overall value of \$350.

The contest closes December 10, 1945. Additional information should be obtained from the Harry Doehla Art Competition, 12 East 41st Street, New York 17, N. Y.

STATE OF NORTH CAROLINA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

October 10, 1945.

To Superintendents, Principals and Teachers:

Greetings:

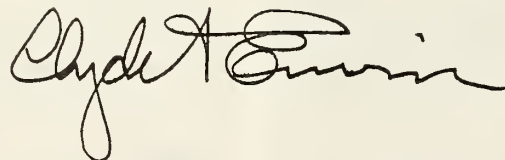
Appearing elsewhere in this issue of the PUBLIC SCHOOL BULLETIN you will find an item about the appointment of the North Carolina Resource-Use Education Commission. This Commission will study North Carolina's resources and plan an educational program to inform the people of the State about their value and the necessity for their wise use and conservation. A large part of the educational activities of this Commission will be channeled through the public schools. As State Superintendent, I am requesting the full co-operation of all teachers and administrators in this worthwhile undertaking.

We are blessed with natural resources in North Carolina. We have hundreds of thousands of acres of good farm lands, an excellent climate, unusually good forest and wild life resources, and an abundance of water power.

We are blessed even more with human resources. North Carolina's three and one half million people come from good stock. They are intelligent, educable, and potentially healthy.

But our social resources—institutional, technological, and capital—have not been developed to the point where they serve our people properly in their efforts to utilize our natural resources most profitably. To bridge the great gap between actual conditions today and the improved social and economic conditions which are potentially ours, demands a public school program which acknowledges the basic importance of our resources and develops in each pupil the knowledges, skills, habits, and attitudes which insure wise resource-use and conservation. There are many places in the public school program where we can teach conservation. There are many activities in which the schools and conservation agencies can co-operate. Let us as educators lead the way in this important movement.

Very truly yours,



State Superintendent of Public Instruction.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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by the

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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Editorial Comment

STATE SCHOOL FACTS

The "State School Facts" section of this publication for this month is largely a reprint of a review of the study recently made by Dr. John K. Norton and Eugene S. Lawler on Public School Expenditures in the United States. This brief was written by C. E. Spearman, one of those who assisted in the interpretation of the data collected from the various states, except that North Carolina has been substituted in place of Alabama.

As will be noted the data are for the year 1939-40. These data for that year indicate that North Carolina ranks 41st among the states and the District of Columbia in the per classroom expenditure for public education. North Carolina's total current expense that year was \$32,276,972, the study shows. The expenditure last year was approximately \$45,000,000. Thus if we use the identical number of classrooms used in Dr. Norton's study, 33,025, the expenditure for public education in North Carolina per classroom unit is now around \$1,400. On this basis, assuming that the classroom expenditure in the other states remained approximately static, the rank of North Carolina in this respect would be around 30 among the states. And assuming that the United States median level remained at \$1,600, the North Carolina median level of approximately \$1,400 would still be below that for the nation as a whole by \$200 per classroom unit.

The Norton study shows that for 1939-40 North Carolina's highest level of support per classroom unit was identical to the median level for the nation as a whole. As the chart for North Carolina indicates, however, there were a number of classroom units far below the State median. In view of the progress made in North Carolina since 1939-40, a chart based upon present expenditures would show a much broader profile and that part of the chart representing Negroes would be much higher up the scale.

FEDERAL AID

The Federal Government, as an article appearing elsewhere in this publication points out, already is granting more than four billion dollars for educational purposes. Nearly 170 billion dollars were made available to the states and territories or to individual schools. North Carolina received more than four million dollars from this source for various educational purposes.

And yet the Federal aid bill now before Congress which proposes to distribute aid to the states under the form of an equalization fund—a total of only \$300,000,000 — cannot receive enough support from the members of Congress to pass. It is difficult to understand just why a large appropriation for specific educational purposes

will be made by Congress; but that when it is proposed to improve the general level of education in the country as a whole by making appropriations to the states based upon need, a relatively small grant will not be made.

As has been pointed out elsewhere in this publication the states vary widely in their financial ability to support a minimum educational program. States having on an average the lowest financial ability are making a greater effort to provide the educational facilities needed. They are spending a larger proportion of their available financial resources for public education. And yet they cannot provide public education on a level that is provided for the nation as a whole. Some school systems, it is learned, spend as much as \$6,000 per classroom unit. Others spend less than \$100 per classroom unit. Now, anyone with any judgment at all knows that this isn't right, isn't fair, isn't just; nor should it be tolerated in a land of boasted equal opportunity. It just isn't true.

During the war many boys were rejected because they did not meet the educational qualifications necessary. In other words, this nation's strength was discounted just so much because our boys were not given the education necessary for war services, and so those who were educated had to be called into service. Now that peace has come it is essential that young people be educated adequately, if our country is to be prosperous. And so just as the strong arm of the Federal Government was necessary in order to wage a successful war, it is also important and essential that during peace this same government support financially that phase of our social organization that will make the nation strong and prosperous—public education. An annual appropriation of \$300,000,000 for peacetime purposes is small indeed compared to the billions spent on the war.

REGULAR SCHOOL ATTENDANCE

Perhaps no phase of the public school program is more important than that of school attendance. Unless a child is present at school he cannot receive the instruction provided for him. Even a day or class missed means that the child has failed to get that day's or that hour's instruction. And one such failure may not be so bad except that it leads to another and a habit of voluntarily missing days is likely to develop. Then, too, such nonattendance oftentimes results in pupil discouragement because some important lesson in a continuous plan was not learned, thus making it difficult for the child not present to understand succeeding lessons even when he is present.

There are other reasons why regular attendance at school should be set as the first requisite for every boy and

girl in the attainment of the best public school education that is possible. The question is one about which much can be said. There is another phase of the matter, where principals and teachers can perhaps assist the pupil and parents in an indirect way. A word to a parent whose child has been absent will sometimes be helpful, or a note or phone call at the appropriate time will often indicate the importance of regular attendance at school to the parent.

In the *Rules of Procedure for the Enforcement of the Compulsory Attendance Law*, recently adopted by the State Board of Education, it is stated that "the teacher is the key person in the enforcement of the compulsory attendance law." We are not thinking here of the "law" or of "enforcement." We have in mind that school attendance which is necessary and beneficial to all children if they are to make satisfactory school progress. We believe the teacher is the "key person," not only in the enforcement of the compulsory attendance law, but in the development of a right attitude of children and parents toward the importance of regular school attendance for every boy and girl.

Elsewhere in this BULLETIN we are reprinting the "duty" of the teacher in connection with the enforcement of North Carolina's compulsory attendance law. In line with what we have said above we are of the opinion that the first part of this "duty" is the "key" part, in that it applies to all children. The second part simply applies to those who absent themselves from school and is a routine affair, whereas the really good teacher performs a worthwhile phase of education in the first instance.

OUR RANK

Elsewhere in this number there is an article as to the educational rank of North Carolina. This article upon the basis of a recent study states that North Carolina now ranks 35th among the states in public education. This rating is based upon a composite ranking of 42 sets of data covering practically every phase of public education and using the very latest data available.

Before anyone says that this rating is too low, we hasten to state that this particular rating scheme, which has not been used before, gives North Carolina the highest rank among the states on public education that we have ever had. Perhaps a later ranking, using data for the current year, will show that this State ranks still higher than 35th place. We hope this will be true, for certainly much of our progress has been made within recent years. However, other states are making educational progress also, and what is true, relatively speaking, today may not be true when the facts are actually available from all the states. Until such facts

(Continued on page four)

Blanchard Makes Suggestions for Conservation of Fuel

■ A list of suggestions on fuel conservation during the current school year was recently sent out to each superintendent by C. W. Blanchard of the Controller's Office of the State Board of Education. These suggestions, made to principals, classroom teachers and janitors in an effort to aid in the conservation of the limited fuel supply available this year, are divided into two groups, as follows:

1. *Attention that should be given the heating plant.* Under the personal supervision of either the principal or a qualified maintenance supervisor, each janitor should thoroughly examine the heating plant before the firing season begins to determine that the following duties are performed:

(a) To see that the grates are in good mechanical condition, replacing all worn or warped grates and grate bars.

(b) To see that the combustion chamber, flues and passageways are clean and free from soot, ash and tarry scales. Soot and scale should be removed with a steel brush daily after the firing season begins.

(c) To see that the ash pit is clean and is kept free of accumulated ashes during the entire season.

(d) To see that all flues and smoke passages are clear of obstruction and that all joints and connections fit tightly.

(e) To see that the boiler and all steam mains are properly insulated.

(f) To see that fire doors and ash pit doors fit snugly and that the ash pit door is kept closed at all times except when removing ashes.

(g) To see that steam gauge is in good condition and that gauge cock is kept open at all times.

(h) To see that damper controls are working properly and that damper controls are kept in working condition at all times.

(i) To drain, flush and refill boiler with clean water. To do this several times until the water remains clear.

(j) To check all valves both on the return mains and on each radiator and see that they are free of obstructions and work efficiently; and after the firing season begins, check air vents on return mains to see that water is being properly eliminated from radiators and returned to the boiler.

(k) In case of stoker-fed boilers, to clean the retort and combustion chamber thoroughly; and immediately after the firing season begins, have a local heating engineer check the combustion to see that the coal feed and the air supply are regulated so as to form complete combustion of all the coal.

2. *Conserving fuel in the early fall.*

(a) The beginning of the firing season should be delayed as long as the weather will permit.

(b) During the first few weeks, only a fire sufficient to temper the building should be made. It should be allowed to go out as the day warms up.

(c) All radiation in the building not actually needed should remain cut off and be turned on only as the occasion demands.

(d) As the weather becomes increasingly colder and a fire is required throughout the school day, caution your janitor to bank his fire or permit it to die down and go out an hour or so before the closing period. If the radiators are hot, they will remain so for an hour or so after the fire dies down or is banked for the day.

(Continued from page three)

are available, therefore, we shall say that as compared with the other states in public education, North Carolina is in 35th place.

WISE PLANNING

Before very long, as an article printed elsewhere in this BULLETIN points out, restrictions on building operations will be lifted and long-needed school houses may be erected and equipped. Federal aid, no doubt, will again be available to help the counties and cities in financing building projects. Already aid is available in the preparation of building plans. What we wish to say here, therefore, as a suggestion to those contemplating any new building activities, is to plan wisely how they expect to use the taxpayers' money to the end that the maximum use may be made of the projects undertaken. Those in authority should first determine the needs. A survey of existing facilities and school population should very easily show where needs are most critical. The site

of any new building should be carefully selected, taking into consideration present conditions and future possibilities. The plans of the building itself should be carefully made in terms of both present and future needs. The services of an architect should be obtained. The advice of others who have had experience in the erection of buildings as well as those who have used them oftentimes proves valuable indeed. Perhaps no better thing could be done where a large, modern project is contemplated than making a visit to a school already in operation. Such an inspection with questions asked as to its adequacy in meeting the needs of children should prove of inestimable value.

So it behooves those who approve building plans to study carefully every aspect of school needs, especially those relating specifically to children. Lighting, seating, blackboards and wall painting are just a few of the things that should be decided with the greatest of care. Tentative plans may be made now—to study and change if necessary as you acquire additional information on the subject. Wise planning is essential.

Air Education Spreads

Air education among the youth of the country has increased to such an extent that additional millions of students and youngsters of both sexes will be enrolled in aviation courses in schools and colleges this fall, it was disclosed in a survey made public recently by the Air Transport Association of America.

The ATA also reported that as a part of the spread of air education, more than a score of air-minded organizations are promoting projects in various fields. These organizations, both governmental and civilian, aim especially to advance programs intended to impress adults as well as the youth with the role that aviation must play in the maintenance of world peace and in the development of world trade and amity among nations.

In addition, it pointed out that between five and six million persons have become air-minded through flight or ground service in the Army, Navy and Marines, or through work in aircraft factories, and they will join the legions in support of a national policy of full "air power."

In sum total, the survey indicated that the most formidable segment of population in our history is lining up behind air education and air power as essential to the security of the world.

Figures attributed to the Civil Aeronautics Administration show that 96 per cent of colleges and universities in the United States recognize aeronautics as an elective science, and half of these accept it as a laboratory science for college entrance requirements. It was further stated that at least 399 of the higher educational institutions have already offered or will offer academic work in aviation or related fields.

At present about half of the pupils in the 28,000 American secondary schools, with a total enrollment of 6,000,000, have access to aviation instruction. Many thousands have availed themselves of the opportunities offered. An estimated one sixth of this group will be seniors expected to graduate at the close of the 1945-46 term, many of whom will follow aviation study in college.

Sixteen states and the District of Columbia, representing more than 50 per cent of the population of the United States, have formulated comprehensive high school aviation programs to meet peacetime needs with the assistance of the Aviation Education Division of the CAA, which is working with other states on similar projects.

Sick-leave Law Proposed

Ten days of sick leave per year, cumulative to 30 days, useable within three years, and with an extension of 20 days at half pay for protracted personal illness are the principal features of a prospective law for North Carolina which is recommended for enactment by the General Assembly in a thesis recently completed by C. E. Shankle, principal of the Morganton Primary School, at Duke University in partial fulfillment of the requirements for the M.A. degree. The program as contemplated by the proposed law would

cost approximately \$322,121, the report states.

Mr. Shankle's study, entitled "Present Practices and Teacher Attitudes Regarding Sick Leave in North Carolina" undertook (1) to ascertain the present status of sick leave provisions on the state level in the United States and in the local administrative units of North Carolina; (2) to secure data on teacher attitudes toward sick-leave protection among the teachers of North Carolina; (3) to provide data on the extent of teacher-absences both with and without sick-leave benefits in North Carolina; and (4) to organize and interpret these data in the form of a prospective legislative enactment providing sick-leave protection for North Carolina teachers."

Mr. Shankle got the information for his study in the main from the schools of the State. He found the following:

1. Less than five per cent of the teachers in the State are protected by local sick-leave regulations.

2. Teachers prefer a ten days annual sick leave cumulative for five years.

3. The median absence of teachers was less than one day per year, the major causes being personal illness and illness or death in the family. "Teachers reported that they attended school, on an average, three days when, in their own opinion, they should have been absent."

Report Shows Picture of School Situation

Part I of the Biennial Report of the State Superintendent of Public Instruction for 1942-44, which recently came from the press, "presents a picture of the public school situation for the State as a whole as it obtained at the end of this biennium," according to the letter of transmittal from State Superintendent Clyde A. Erwin to Governor Cherry and members of the General Assembly.

This 112-page document, delayed because of printing difficulties, is divided into three parts entitled: (1) What the Schools Do; (2) How the Schools Operate; and (3) What the Schools Need—Recommendations. It includes a number of pictures of typical school situations, with tables and charts to support the description of the public schools which the report purports to give."

Copies of this publication have been mailed to all county and city superintendents, and to institutional libraries. Plans are being made to distribute copies to high school libraries also. According to Mrs. Mary Peacock Douglas, State School Library Adviser, this report may very well be used as source material in courses on units on North Carolina. It is especially desirable for anyone writing a paper on North Carolina public education, she stated.

Persons other than those mentioned above may secure a copy of this publication from L. H. Jobe, Division of Publications, State Department of Public Instruction, Raleigh, N. C.

Committee Report Shows Working Day of School Teacher

■ The average high school teacher has a working day of from 9½ to 11½ hours, an average working week of from 47 to 57 hours, if the findings set forth in a recent report of a committee of English teachers covering the diaries of school work done by 31 teachers of English are applicable to all high school teachers.

The conclusions arrived at by the committee on the basis of these 31 diaries were:

1. The average school teacher of the group reporting is responsible for the classroom instruction in English of 146-160 pupils. Other groups supervised increase the typical enrollment to 240-245.

2. She has scheduled duties during the school day which occupy her time for at least 6½ hours, or 32½ hours per week.

3. She spends 24 additional hours per day in indispensable duties closely related to classroom instruction, or 10-20 hours per week. These duties include such things as correcting papers, planning class work, professional meetings, after-school conferences, community work, records and reports, and visiting and telephoning parents.

4. In addition, she may have any combination of ten other occupational or regular extracurricular duties, which require at least one additional hour per day, or five hours a week. These duties include such activities as dramatics, radio, library, various committee work, bus duty, school publications, school dances, athletics, student council work and other student club activities.

5. The average teacher of the group reporting thus appears to have an average working day of 9½-11½ hours, or an average working week of 47-57 hours.

"The committee recommends that not more than ten hours in any one day and not more than 48 hours in any one week be allotted to teaching duties of all kinds. Nine hours a day, or 45 per week, seem a reasonable sum." The committee makes certain other recommendations which in its opinion seem desirable in safeguarding not only the teachers' health but also the health of their pupils. Teachers should budget their weekly time for both regular and occasional duties belonging to their positions, the committee says.

Negro Children Given Medical Examinations

Medical examinations were given to 12,342 Negro school children in the 19 counties visited by the staff of the School-Health Co-ordinating Service during the six years that this organization, supported jointly by the State Department of Public Instruction and the State Board of Health, has been at work. The average number of counties visited per year were 3.16, the length of time spent in each county being approximately three months. A total of 526 schools were visited.

In addition to the medical examinations given, 1,836 students were given the tuberculin test, 2,458 were vaccinated against smallpox, 1,011 were given the Wasserman blood test, and 1,044 were immunized against diphtheria. School and community health problems were discussed with teachers in 114 group meetings.

That part of the School-Health Co-ordinating Service staff working specifically with Negro schools is composed of the following: Dr. Walter J. Hughes, Medical Adviser; Jennie L. Douglas, Health Education Adviser; Mrs. Eugenia A. Cordice, Public Health Nurse; and Lydia Williams, Nutritionist. Dr. Everett H. Ellinwood is Co-ordinator of the program.

Person County Issues Its First Yearbook

A *Yearbook for Teachers and Principals*, the first of its kind published from Person County, has been received at the office of the State Department of Public Instruction. This yearbook includes a lot of information useful for teachers and principals, including among other things the school calendar, titles of workshop meetings of teachers and principals to be held during the year, policies of the Person County Board of Education, and lists giving the various school personnel.

According to A. B. Combs, Associate in the Division of Instructional Service of the State Department of Public Instruction, the Person County Yearbook is one of a number of similar publications that have been issued this year. "Some county and city units," he stated, "find it worth while to issue a new volume each year, as it appears to be the intent of Person County beginning with this year. This is a very good way," he states further, "for the school authorities to put much necessary information together for the convenient use of teachers and principals, and we in the Instructional Division heartily commend the idea."

NCEA District Meetings Scheduled

The 1945 District Meetings of the North Carolina Education Association have been scheduled as follows:

Northwestern District, High Point, October 12.

Western District, Asheville, October 19.

North Central District, Durham, October 26.

South Piedmont District, Charlotte, November 2.

Southeastern District, Wilmington, November 8 and Fayetteville, November 9.

Northeastern District, Granville, November 16.



Students Have a Lesson in Arithmetic While Counting Cash as Result of a Bond Sale

Schools Are Asked to Participate In Victory Loan Campaign

The public schools have been requested to participate in the Victory Loan campaign which is to be conducted this winter and spring in an effort to spread worldwide recovery, it has been announced by the War Finance Committee of the U. S. Treasury Department. The emphasis for the stamp and bond sale during the drive this year, which is set for October 29 to December 31 with a special school week drive November 2-9, will be to finance hospital equipment. Each hospital unit will cost \$3,000. Through the purchase of such units, the schools will thereby help to restore health to thousands of boys and men now being hospitalized or who will need hospitalization just as soon as they are brought back from foreign bases.

In order to help "speed worldwide recovery" in this manner the schools are asked: (1) To sustain a continuing stamp and bond program at least through the winter and spring; (2) to keep the Treasury Minute Man Flag flying until the special "We Finished the Job" insignia is earned for it; (3) to undertake to finance hospital equipment to "speed their recovery"; and (4) to study the basic facts about the problems of reconversion period and to encourage pupils to discuss this information with their parents.

The local War Finance Chairman will help schools in conducting this campaign.

Winston-Salem Establishes Sight-seeing Classes

Special sight-seeing classes for pupils having visual handicaps have been established in the Winston-Salem schools, it was recently announced. A class for white pupils has been provided for in the Granville School and one for Negroes in the Fourteenth Street School.

Miss Glenn Ward, formerly teacher of the first grade, will have charge of the class of about 28 students, ranging from the second to the seventh grade. They will work on a co-operative basis, however, participating in other classes but returning to the special room for study and for individual instruction. Mrs. Edna Revels will conduct a similar class for visually handicapped Negro students. Both of these teachers were recipients of scholarships given by the Lions Club.

Entire Grade Made 62-Day Attendance Record

A sixth grade comprising a total of 40 children from one of the Thomasville schools made a perfect attendance record for 62 consecutive days during a period last year, it is learned from G. H. Arnold, Superintendent of the Thomasville city schools. Miss Clarisse Rose was the teacher of the grade that made this record.

"This is quite an unusual record," State Superintendent of Public Instruction Clyde A. Erwin stated, when it was called to his attention. "I haven't heard of a similar record in the State, and I think the school, the teacher and these children are to be congratulated upon setting this splendid example of school attendance."

Schools May Use Rehabilitation Study Unit

A study unit on rehabilitation is available for use in the schools of North Carolina this year, according to an announcement by Dr. Clyde Erwin, State Superintendent of Public Instruction, and Frank Webster, Executive Secretary of the North Carolina Tuberculosis Association.

This unit was prepared by a committee of Cincinnati public school teachers representing all grades from the fields of science, home economics, biology, health, physical education, language arts, and social studies. The work was done in co-operation with the rehabilitation department of the National Tuberculosis Association.

The teaching unit is made up into two sections, one for the elementary grades and one for the high schools. The purpose of the program is to help schools assume their share of the community's responsibility for the rehabilitation of the handicapped.

In commenting on the project, Dr. Erwin said that rehabilitation in the past has been somewhat a neglected phase of the school health program. But today every agency and institution in the nation is faced with the problem of postwar rehabilitation. He stated that thousands of returned veterans will be handicapped in various ways, and thousands of children and adults will show the effect of crippling injuries and diseases, of mental strain, and of tuberculosis. The schools have the biggest job they have ever had in conditioning the young people to this situation and rehabilitation as a phase of the school health program can no longer be neglected.

The rehabilitation unit which may be used this year endeavors to bring rehabilitation into its true and proper perspective. It is endorsed by the North Carolina State Department of Public Instruction, the National Committee on Mental Hygiene, the National Education Association, and the National Conference of Tuberculosis Secretaries.

Coronet Announces New Catalog of Instructional Films

A new catalog of approximately 50 16mm. sound motion pictures for classroom and other group instruction has been announced by Coronet Instructional Films. One of the most unusual features of this new film catalog is that the majority of the films listed have been produced in Kodachrome and prints are available either in full natural color or black and white. Another unusual feature is that the catalog, itself, is attractively and appropriately illustrated with full color "stills" from the motion pictures.

The various groups of motion pictures announced in the new catalog include the Biological Sciences, Civics, Economics, Psychology, Health, Industry, Physical Education, the Physical Sciences, the Social Studies, and Vocational Guidance.

Outstanding among the films in color are five on the American Indians of the

Southwest, three on life in Mexico, nine on colorful birds of the United States, and an unusual picture showing the growth of flowers. The physical education series includes films on basketball, field events, swimming, tumbling and volley ball. One of the more advanced films for psychology classes has the imposing title, "Color Categorizing Behavior of Rhesus Monkeys," although the majority of the films listed are for use in elementary and secondary schools.

The new catalog, "Coronet Instructional Films," is available free to those who use 16mm. sound motion pictures for training purposes. Requests for it should be addressed to Coronet Instructional Films, Glenview, Ill.

Reading Aids Reviewed

Two publications which should be helpful to teachers in the language arts field have recently been issued from the Reading Clinic, School of Education, of the Pennsylvania State College. Both of these bulletins were written by Emmet A. Betts, Research Professor and Director of the Clinic.

One, entitled "Directed Reading Activities," is a reprint from *Educational Administration and Supervision*. It describes in detail approved techniques for developing basic reading skills and abilities through the use of basal readers. So far as known, this is the first professional material on this topic. According to Hattie S. Parrott, Associate in the Division of Instructional Service, State Department of Public Instruction, the suggestions made in "Directed Reading Activities" are in line with the new *Language Arts Bulletin*, issued by the North Carolina Department of Public Instruction. Copies are available from the Reading Clinic, the Pennsylvania State College, State College, Pa., at 60 cents each.

The other publication, "Interrelationship of Reading and Spelling," is a printed copy of a paper read by Professor Betts before the National Council of Teachers of English, Columbus, Ohio, November 25, 1944. In this paper five major questions are discussed: First, in what ways are reading and spelling related? Second, what educational trends are contributing to the improvement of language instruction? Third, what influences tend to impede progress toward an integrated language arts program? Fourth, how can the interrelationships of the language arts be recognized in classroom situations? Fifth, what evidence is there to substantiate the claim that an integrated language arts approach is effective?

Professor Betts concludes his paper by stating that "the evidence—both objective and subjective—indicates the superiority of modern, differentiated instruction over traditional, regimented instruction. There is no justification for the policy of holding on to traditional practices until additional data have been obtained."

Copies of this paper are available from the above named source at 30 cents each.

North Carolina Receives Federal Aid for Education

More than four billion dollars were provided for educational purposes under various Federal laws for the fiscal year which ended June 30, 1944. Nearly 170 billion dollars were made available to the states and territories or to individual schools during this year. Some of these funds are distributed as outright grants on the basis of population or elements of population, while some of these funds were distributed on a need or emergency basis. In addition a great portion of the money allotted for vocational education in the high schools must be matched dollar for dollar.

The amounts and purposes for the amount which was allotted for North Carolina are as follows:

1. For Regular School Purposes.

| | |
|--|-----------------------|
| More complete endowment and support of land-grant colleges | \$ 110,762.80 |
| Agricultural experiment stations | 196,085.56 |
| Co-operative agricultural extension service | 856,411.23 |
| Vocational education below college grade | 711,111.19 |
| Vocational rehabilitation | 205,811.40 |
| TOTAL | \$2,080,182.18 |

2. For Emergency School Purposes.

| | |
|--|---------------|
| College and high school student aid (NYA)* | \$ 163,699.00 |
| Defense training in secondary schools | 710,865.26 |
| Defense training in colleges | 152,670.00 |
| School and preschool facilities in war work areas† | 2,241,073.00 |
| School lunches | 1,219,764.00 |

TOTAL† **\$2,246,998.26**

GRAND TOTAL† **\$4,327,180.44**

*1942-43. †Allotments for three years; not included in totals.

Child Feeding Program Shows Rapid Growth

A total of \$2,252,699.21 was paid to 915 schools in North Carolina during 1944-45 as reimbursements in connection with the operation of the State's Child Feeding Program, it is disclosed by a recent report of the program made by Mrs. Louine Moore, State Supervisor. This total reimbursement represents the payment of 6,897 claims from 769 schools for white children, one for Indians, and 145 for Negroes. Every county in the State, except Brunswick, Columbus, Jones and New Hanover, participated in this program, the report showed.

Last year, 1943-44, it is disclosed, only 549 schools, 479 for whites and 70 for Negroes, were given such aid. The total reimbursement that year, represented by 3,715 claims, was \$760,363.20.

"According to information received from the Regional Office of the War Food Administration, North Carolina served more milk than any other state in the southern region. A total of 27,200,801 meals were served. Of this number 26,680,354 or 76 per cent, were type A with milk."

Counting what children paid for lunches plus reimbursements there was a total expenditure of \$4,533,918.33 on this program. This expenditure was divided as follows: \$3,073,756.38 or 67.8 per cent for food, \$1,112,061.85 or 24.5 per cent for labor, and \$348,100.10 or 7.7 per cent for all other necessary items. About ten per cent of the 27,200,801 meals served were free, and the others were low cost. An effort was made to serve well-balanced meals as to diet at all times and wherever possible with milk.

Moore County Education Board Issues Handbook

The Moore County Board of Education has issued a 41-page mimeographed handbook for use of the teachers and principals employed in that county. This handbook contains much useful information, including a number of rules and regulations of the State Board of Education, the names of teachers and principals, salary schedules, rules governing substitute teachers, procedure for electing school committees, principals, teachers and other school employees, a schedule of workshop meetings, and a number of other matters. One page gives "A Few More Facts" which should be found useful for the classroom teacher.

Aviation Operations Institute Held

Sixty school administrators attended an Aviation Operations Institute on October 13 at the Smith Reynolds Airport in Winston-Salem. This institute was sponsored by the State Department of Public Instruction, the Civil Aeronautics Administration and the North Carolina Aviation Commission.

During the institute opportunity was given those present to see weather observation operations, weather bureau analysis and air traffic control procedure and communications. These were preceded by previews accompanied by careful explanations. Opportunity was also given these educators to learn about the activities and services of airports, airways and aircraft engineers. A Link trainer demonstration was also witnessed.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

Educational Inequality

The contrast between equality of opportunity that we accept as a distinctive tenet of American life and the educational inequality that we provide for millions of American children and youth is shown forcefully in a study recently completed under the auspices of the American Council on Education.

Dr. John K. Norton, Teachers College, Columbia University, served as chairman of the study, and Dr. Eugene S. Lawler, Northwestern University, served as co-ordinator. Assisting to plan the tabulation and interpretation of the data were Dr. C. E. Spearman, superintendent of schools, Tuscaloosa County, Alabama, and Cecil L. Rice, principal, Radnor High School, Wayne, Pennsylvania.

The following summary of the report originally prepared by Dr. Spearman is revised to the extent of using North Carolina where he used Alabama. It should be pointed out, since this study is based upon data for the school year 1939-40, that North Carolina's expenditure per classroom unit would now be approximately \$1,400 instead of \$900, with a rank of around 30.

Study of the levels of support of education in each state and in the nation justifies the following statements:

First, shocking inequalities exist in the United States in the provision made for education of American children. Millions of children are either being denied all educational opportunity or the provision made for their schooling is so meager that their preparation for citizenship is wholly inadequate.

There is a correspondingly wide range in levels of financial support. Some schools are financed at the rate of \$300 per classroom while others are financed at the rate of \$6,000 per classroom. It is evident, therefore, that our nation stands, not for equal, but for unequal educational opportunity.

Americans are firm in their conviction that there should be equality of educational opportunity for all American youth. Yet some American schools are housed in hovels and taught by untrained and unskilled teachers while others leave little to be desired in beauty of surroundings, elegance of appointment

point or "bench mark" against which to measure changes in school finance during succeeding years. Therefore, the study is based on data collected for 1939-40, a year when the nation had largely emerged from the depression period of the 1930's but had not yet entered the period of war prosperity.

In order to give greater meaning and comparability to the data, they were organized on the basis of expenditure per classroom or teaching group. More precisely, the number of classroom units in a school system is the number of classrooms it would have if it followed average practice as to class size, taking account of the number of children in attendance and the conditions under which they attend. Thus all types of school districts are put on a comparable basis as to load from large city school systems where classrooms of 25 to 35 children are feasible to sparsely populated areas where one-room schools of only five to ten children are maintained.

National Expenditure Per Classroom Unit

What was the situation in the United States as to expenditure per classroom unit for the typical year 1939-40? For every group of children for which a classroom should have been maintained, according to common practice, how much was available with which to provide school services for a year?

Chart I shows the situation as to expenditure per classroom unit for the United States as a whole. Expenditures include funds which were available to each classroom unit with which to provide a teacher fuel to heat the class-

SIX HIGHEST AND SIX LOWEST STATES, ACCORDING TO EXPENDITURE LEVELS

| Rank | State | Expenditure Level |
|------|----------------------|-------------------|
| 1 | New York | \$4,100 |
| 2 | California | 3,500 |
| 3 | New Jersey | 3,200 |
| 4 | District of Columbia | 3,200 |
| 5 | Connecticut | 2,500 |
| 6 | Massachusetts | 2,400 |
| 41 | North Carolina | 900 |
| 44 | Georgia | 800 |
| 45 | Tennessee | 800 |
| 46 | Alabama | 700 |
| 47 | Kentucky | 700 |
| 48 | Arkansas | 500 |
| 49 | Mississippi | 400 |

Note that all but one of the highest six states are in the northeastern part of the United States. All of the lowest six are states of the deep South.

In interpreting this information it should be remembered that in each state there are as many classrooms below the median as there are above it.

Chart No. 2 shows the expenditure profile for North Carolina, Chart No. 3 shows the expenditure profile of New York. These charts show levels of expenditure per classroom unit and are similar to Chart 1 for the United States. The breadth or narrowness of each chart reveals the extent of the financial foundation on which education in these two states is based. These charts quickly reveal the vast difference between the adequacy with which education is financed in these two states. They show, for example, that in 1939-40 New York had some schools which expended as much as \$6,000 per classroom unit and some which expended as little as \$600 per year. North Carolina's schools were financed at levels varying from \$300 to more than \$1,600 per classroom unit.

The profile for North Carolina distinguishes between classroom units for white and Negro children--the white portion of the chart indicating white

It would undoubtedly not be feasible for North Carolina to finance a \$1,600 minimum expenditure for all its classroom units on its own resources. The best single measure of the effort being made by a state to finance education is indicated by the ratio of expenditures for public education to the income of its people. If we assign the effort made by the United States as a whole the value of 100, the effort made by New York is 102 while the effort made by North Carolina is 111. In other words, New York's effort in financing education is 2 percent above the national average while North Carolina's effort is 11 percent above the average for the nation. In general, the states with the least adequate school support are already making an economic effort to finance education which involves substantially greater sacrifice than that made by the nation as a whole and by the states with relatively high levels of school support.

In order to provide a minimum expenditure of \$1,600 annually for all of its classroom units, North Carolina would have to increase its current expenditures for education about 80 percent and make an effort in financing education which is more than twice the national average.

The figures in this article refer only to children in school and to the funds for financing their education. There is also inequality as to the percentage of children not in school. The 1940 census showed that 4.10 percent of the children of New York between the ages of 6 and 13 were not in school as compared with 10.37 percent for North Carolina.

The shocking revelations of the first world war are being repeated in the second. Nearly 5,000,000 men have been rejected by selective service for educational, physical, and mental deficiencies, a considerable percentage of which could have been prevented or remedied by effective educational and health opportunities. Hundreds of thousands of our young men have had to sign their

names to the military service, and millions of them have been rejected for inadequate schooling. The most serious opportunity for adequate schooling is the lack of adequate

For the United States as a whole, it would cost \$316,000,000 to lift the minimum level of expenditure to the level of \$1,600 per classroom unit.

States will continue so long as the financing of education rests almost solely on the fiscal resources of the individual states.

Third, the immediate and effective remedying of the situation, under which millions of American children and youth are denied educational opportunity is a matter of primary public concern, because this situation violates one of the fundamental tenets of American life and constitutes a continuing source of national weakness.

Inventory of Financing

About two years ago a nationwide study was initiated to provide a comprehensive inventory of the financing of education in each of the 115,000 school districts in the United States. The results of this study carried on by a number of national and regional school groups and financed by an appropriation from the General Education Board, have recently been released.¹

The report presents a graphic picture of the varying levels at which classrooms are financed in each of the 48 states and the District of Columbia. This is done by the use of expenditure profiles for each state, examples of which are shown below.

The range in the expenditure per classroom unit in the nation is more than 60 to 1. This means that, insofar as financial support measures the quality of the educational program, some children get more than 60 times as much educational opportunity as others.

Study Provides Bench Mark

The object of the study was to provide a graphic picture of the educational job to be done in each school district in the nation and the amount of money available to do the job. It was also desired to provide a reference

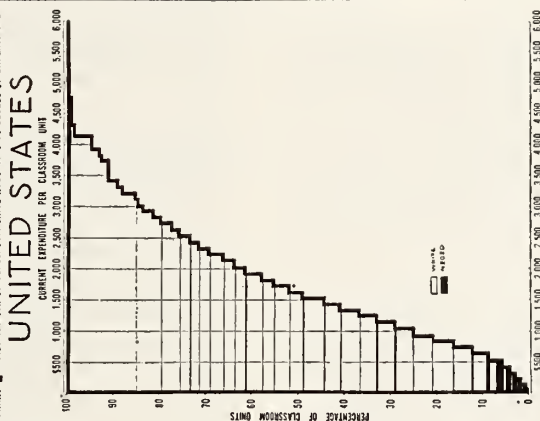
¹ An Inventory of Public School Expenditures in the United States, by John K. Norton and Eugene S. Lawler. Report of the Co-operative Study of School Expenditures, American Council on Education, 744 Jackson Place, N.W., Washington, D. C., two volumes, mimeographed 409 pp. \$3.00.

include need associated factors in determining the amount of money available to each classroom unit with which to pay rent expenses for a year. The line at the top of the chart is a scale which measures the annual expenditure per classroom unit for current expenses. The vertical line at the side is a percentage scale which indicates the percentage of the total number of classroom units which are financed at each level. The top of the chart reveals that some classrooms expend \$6,000 per year. At the bottom of the chart are other classroom units which are financed at less than \$100 per year.

Median Expenditures Per Classroom Unit

One indication of the shocking inequalities within the nation is shown in the median expenditure per classroom unit for various states. Below are listed median expenditures for the six highest states, North Carolina, and the six lowest states, ranked in the order of their expenditure levels.

CHART 1 - DISTRIBUTION OF CLASSROOM UNITS ACCORDING TO LEVELS OF EXPENDITURE



Carolina is based.

For the United States as a whole, it would cost \$316,000,000 to lift every classroom unit costing less than \$1,000 up to this level of expenditure. In the case of New York, \$1,818,200 would be required, a relatively small sum for a state of such size and wealth. In North Carolina the sum required is \$24,780,000.

DISTRIBUTION OF NORTH CAROLINA CLASSROOM UNITS ACCORDING TO LEVELS OF EXPENDITURE

| Expenditure Level | WHITE | | | NEGRO | | | TOTAL | | |
|-------------------|--------|-------|-----------|-------|-------|-----------|--------|--------|-----------|
| | No. | Pct. | Cum. Pct. | No. | Pct. | Cum. Pct. | No. | Pct. | Cum. Pct. |
| \$1,600-\$1,699 | 256 | .78 | 70.65 | ..... | ..... | ..... | 256 | .78 | 100.00 |
| 1,400-1,499 | 1,233 | 3.73 | 69.87 | ..... | ..... | ..... | 1,233 | 3.73 | 99.22 |
| 1,300-1,399 | 636 | 1.93 | 66.14 | ..... | ..... | ..... | 636 | 1.93 | 95.49 |
| 1,200-1,299 | 969 | 2.93 | 64.21 | ..... | ..... | ..... | 969 | 2.93 | 93.56 |
| 1,100-1,199 | 1,401 | 4.24 | 61.28 | ..... | ..... | ..... | 1,401 | 4.24 | 90.63 |
| 1,000-1,099 | 3,406 | 10.32 | 57.04 | 292 | .88 | 29.35 | 3,698 | 11.20 | 86.39 |
| 900-999 | 9,982 | 30.22 | 46.72 | 723 | 2.19 | 28.47 | 10,705 | 32.41 | 75.19 |
| 800-899 | 8,899 | 26.28 | 43.58 | 328 | .99 | 26.28 | 9,227 | 28.41 | 70.19 |
| 700-799 | 861 | 2.60 | 3.30 | 1,022 | 3.10 | 25.29 | 1,883 | 5.70 | 28.59 |
| 600-699 | 282 | .70 | .70 | 2,462 | 7.46 | 22.19 | 2,694 | 8.16 | 22.89 |
| 500-599 | ..... | ..... | ..... | 4,327 | 13.10 | 14.73 | 4,327 | 13.10 | 14.73 |
| 400-499 | ..... | ..... | ..... | 531 | 1.61 | 1.63 | 531 | 1.61 | 1.63 |
| 300-399 | ..... | ..... | ..... | 6 | .02 | .02 | 6 | .02 | .02 |
| STATE TOTALS | 23,334 | 70.65 | ..... | 9,691 | 29.35 | ..... | 33,025 | 100.00 | ..... |

CHART 2 - DISTRIBUTION OF CLASSROOM UNITS ACCORDING TO LEVELS OF EXPENDITURE

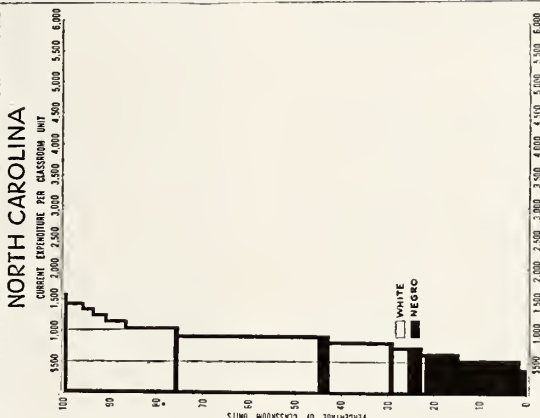
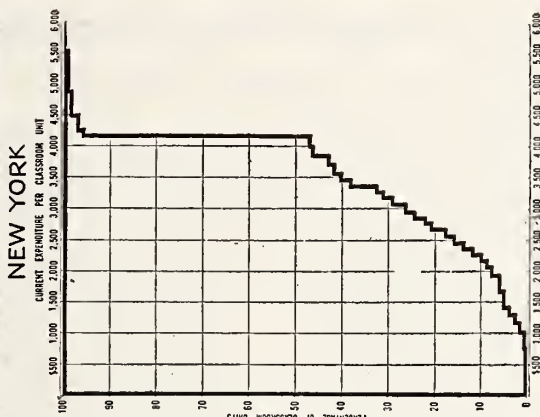


CHART 3 - DISTRIBUTION OF CLASSROOM UNITS ACCORDING TO LEVELS OF EXPENDITURE



Discarded Transportation Equipment May Be Sold by County Boards

■ Discarded transportation equipment may be disposed of by the several county boards of education which have control of such equipment in accordance with State regulations, it was stated recently by C. C. Brown, Director of the Division of Transportation for the State Board of Education, in a letter to all county superintendents. These State regulations are as follows:

"Where there is an accumulation of discarded and/or obsolete materials, equipment, supplies, junk, etc., which, in the opinion of the County Board of Education and State Division of School Transportation, is of no further value to the school transportation systems and where it is felt by said Board and Division that such materials, equipment, supplies, junk, etc., should be disposed of by sale, the following procedure shall be employed:

"The Division of Transportation of the State Board of Education shall be notified and furnished a list of such materials, equipment, supplies, junk, etc., and if it is found that they are not needed in any other county school system, they shall then be disposed of by offering them for sale by receiving sealed competitive bids. A printed list of all items shall be advertised in a local newspaper and/or in some public place at least ten days prior to the date of sale. The State shall reserve the right to reject any and all bids or to accept any part of any bid deemed advisable.

"Before any school buses or bus bodies are sold they shall be painted some color other than the regulation color, and the cost of same shall be added to the sale price of all such units.

"School buses or bodies offered for sale shall, under no circumstances, be used again for the transportation of school children to any regularly organized public school classes in the State of North Carolina.

"Proceeds from the sale of all such materials, equipment, supplies, junk, etc., shall be mailed directly to the State Board of Education in the form of checks made payable to Charles M. Johnson, State Treasurer. Such funds shall be deposited with the State Treasurer to the credit of the State Nine Months School Fund Account."

Wilkes County Lists Improvements Since 1933

Wilkes County schools have been improved greatly since 1933, it is shown by a recent bulletin, issued August 1, 1945, by the Wilkes County Board of Education. This bulletin lists 35 building projects consisting of new buildings and additions ranging from one room on up, auditoriums, gymnasiums, lunch-rooms and other special buildings.

According to this list of improvements made, the fleet of public-owned buses has been raised from 13 to 50. Ten running water systems with plumbing have been installed. Instructional equipment has been added with the result that a number of schools have been added to the State list of accredited schools. And the number of volumes in the school libraries have been increased from 11,425 to 21,840.

N. C. Educators Are Officers of NEA

The NEA Handbook for 1945 lists a number of North Carolina educators as officers in the Association or affiliated departments and members of important committees.

Listed first is the NEA State Director who is Miss Bertha Cooper, a high school teacher from Elizabeth City. Dr. E. H. Garinger, associate superintendent of schools of Charlotte, is one of the 12 vice-presidents. Supt. W. Frank Warren of Durham is second vice-president of the American Association of School Administrators. Albert Coates, Director of the Institute of Government of Chapel Hill, is a member of the National Commission on Safety Education. John R. Ludington, Consultant for Industrial Arts, in the State Department of Public Instruction and Professor of Industrial Arts at State College, is chairman of the Curriculum Commission of the American Industrial Arts Association. And N. C. Newbold, Director of Negro Education of the State Department of Public Instruction, is a member representing the NEA of the Joint Committee of the NEA and American Teachers Association.

Canadian Films Available In United States

The Canadian National Film Board announces the release of a record of Canadian Government films available in the United States. These documentary sound films are described under the following classifications: Animation, Agriculture, Consumer Education, Art, Health, History, Human Geography, Industries and Resources, Social Planning, Sports, War Experience.

The film subjects may be obtained on both a purchase and rental basis. Any film may be secured by film libraries or interested organizations, to preview with a view to purchase, direct from the National Film Board offices in Chicago, New York, Washington, D. C., Los Angeles.

In general, the sale of these film subjects is handled by national commercial distributors. Purchase sources for individual titles are indicated throughout the listing.

All the film subjects listed in the survey are available on a rental or service fee basis from three commercial film libraries in New York, Chicago and Dallas. The survey also indicates the educational film libraries that carry representative groups of Canadian releases.

Copies of this record of 16mm. sound films may be secured without charge on request from the National Film Board of Canada, 84 East Randolph Street, Chicago 1, Ill.

Plans Made for Organizing Global Education-Culture Agency

The State Department will soon announce the names of seven or eight delegates to the London United Nations Conference to consider setting up an educational and cultural organization. The meeting will begin on November 1.

Among the delegates will be at least one artist, one historian, one scientist, social scientists, educators and writers. One of the delegates will be a woman.

In addition, the State Department will name a number of "public consultants" or advisers to the delegates. These will carry forward the experiment, said to be so successful at San Francisco, of keeping the delegates informed of the public's desires and opinions.

Once set up, the international organization for education and culture will "be brought in relation to the United Nations Organization."

Washington observers believe that the educational-cultural agency may well be the first set up under the United Nations Charter.

When the delegates meet in London, they will have before them a draft of a constitution, the text of which was recently made public by the State Department.

This draft constitution will serve for educators and humanists what the Dumbarton Oaks performed for the world statesmen; that is, as a working paper for the delegates. When endorsed by 20 United Nations governments, the constitution will become official.

In the meantime, an interim educational and cultural commission will be set up immediately after the London meeting in November. Its functions will be to prepare for the first meeting of the permanent organization.

Increase in Guidance Practices Shown

A recent survey of 95 per cent of North Carolina high schools shows that guidance practices have increased during the past three years. On a comparison of the percentage of schools in the State as to their participation in eight guidance practices, the survey shows that 77.2 per cent of the schools used cumulative records in 1944-45, whereas only 63.6 per cent used these forms in 1942-43. As to individual counseling the increase was from 62.3 per cent in 1942-43 to 75.0 per cent in 1944-45. Percentage changes during these two years in other guidance practices were as follows:

Tests from 30.7 per cent to 54.0 per cent.

File of occupational information, from 46.8 per cent to 45.3 per cent.

File on training opportunities, from 25.4 per cent to 50 per cent.

Occupations course, from 15.3 per cent to 22.5 per cent.

Placement efforts, from 43.5 per cent to 52.8 per cent.

Follow-up, from 36.0 per cent to 37.1 per cent.

Supervisors Added in Three More Counties

Supervisors of instruction have been added to the professional staffs of three eastern counties, Martin, Edgecombe and Halifax. They are: Miss Lissie Pearce as Supervisor of the Elementary Grades in Martin County; Miss Julia McNairy as Edgecombe County Supervisor; and Miss Madeline Tripp as Supervisor of the Halifax County schools.

The employment of these three persons makes a total of 14 counties that have supervisors as a part of the instructional staff. Under the law the local unit must bear the expense necessary for the employment of these persons, who are engaged to work with teachers in the improvement of the instructional service.

Miss Pearce, a native of Johnston County where she began teaching, has also had successful teaching experience in Goldsboro and Raleigh. She secured her training from Woman's College, State College and Atlantic Christian College.

Miss McNairy, a native of Guilford County, taught in that county at one time serving as principal of the Sedgewick School. She also taught in the Statesville city schools. She received her training from Woman's College, having been awarded the M.A. degree by that institution in 1945.

Miss Tripp is from Washington, N. C. For the past several years she has been teaching in the Scotland Neck School. She is a graduate of St. Mary's School, Atlantic Christian College, and has done graduate work at George Peabody College for Teachers, Nashville, Tenn.

The 14 county units now having supervisors of instruction are as follows: Alamance, Carteret, Davidson, Durham, Edgecombe, Forsyth, Halifax, Johnston, Martin, Mecklenburg, Northampton, Onslow, Pitt and Surry.

Five School Units Appoint School-Health Co-ordinators

Five of the 170 administrative school units of the State have employed local school-health co-ordinators who began work last month. These five units are: Rocky Mount and Granville city units and Nash, Rutherford and Wayne county units.

These five persons formerly were teachers who studied Health Education at the School of Public Health, University of North Carolina, for the past 12 months. They will work with the school and health authorities in their respective units with the purpose of improving health instruction and health services as they relate to school children. Another important part of their work will be that of enlisting the aid of the community organizations in the support of improving the school-health program.

Looking toward an increase in the number of units which will add co-ordinators next year, there are now persons from Charlotte, Mecklenburg, Salisbury and Cabarrus units taking training at the Chapel Hill institution. It is expected, therefore, that this program will be gradually expanded.

Administrative Conferences Are Completed

Administrative conferences attended by the principals and superintendents of the State under the sponsorship of the State Department of Public Instruction were completed early in September, it is announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service.

Three topics were discussed at these conferences, Dr. Highsmith stated—the standardization of schools, the new language arts bulletin, and professional meetings. These conferences were carried on throughout the entire State under the direction of three "teams" from the State, one beginning the middle of July and ending September 6, another beginning August 10 and ending also on September 6, and the third beginning August 13 and ending September 13.

Staff members, in addition to Dr. Highsmith, who assisted in the direction of these conferences were A. B. Combs, H. Arnold Perry, Charles E. Spencer, Hattie S. Parrott, Julia A. Wetherington and Mrs. Mary Peacock Douglas from the Division of Instructional Service. Local superintendents, supervisors and principals participated in these discussions.

According to Dr. Highsmith these conferences were well worth while. Much interest was prevalent at all times and the attendance was exceptionally good, he stated. "Such conferences, in my opinion, serve to stimulate as well as to inform the leaders in the field of public education to do a better job in their respective positions and to give to the children of the State through the teachers better instructional service."

"Already we have had a letter from one superintendent who stated that 14 work groups ranging in size from five to twenty were organized with teachers choosing what they preferred from the list. Seven of these 14 groups are working on some phase of a course of study included in the new language arts bulletin, he stated. Furthermore, this superintendent expressed his pleasure with the interest and enthusiasm with which teachers appeared to be taking part in this professional program. This is just one example of the good that we expect to come out of these conferences."

College Conference Dates Changed

In order not to conflict with the State Baptist Convention which meets in Raleigh on November 12, 13 and 14, the annual meeting of the North Carolina College Conference formerly scheduled to meet on November 13-14 has been changed to November 14-15, it is announced by Dr. James E. Hillman, Secretary-Treasurer. The Conference will, as usual, be held at the O'Henry Hotel, Greensboro. Dr. Hillman suggests if any person has already made reservations at the hotel that such reservation be "changed to agree with the change in the date of our meeting."

Schools Reimbursed for Instruction in Dietetics And Chemistry

Schools offering instruction in Dietetics and Chemistry which conform to regulations approved by the North Carolina Board of Nurse Examiners given below will be reimbursed three fourths of the cost of giving such instruction, it was recently announced by George W. Coggin, State Supervisor of Trade and Industrial Education for the State Department of Public Instruction.

Following are the rules governing the giving of the instruction, including books recommended:

1. Courses must be taught in school buildings unless adequate laboratory facilities are available in the hospital.

2. Classes should be conducted in the afternoon rather than at night. There might be an exception in case the high school is open for other night school work.

3. Courses should run preferably two lessons per week.

4. The Board of Nurse Examiners requires 45 hours' instruction but recommends that it be increased to 60 hours where possible for the course in dietetics. This includes both laboratory and lectures. We suggest that one-hour periods be given to lecture and that two-hour periods be used for laboratory recitations.

5. Chemistry courses require 45 hours of instruction but we recommend that it be increased to 60 hours where possible. The time may be divided between lecture and laboratory as suggested above for dietetics.

6. Classes should have an enrollment of at least ten to organize.

7. Home Economics and Chemistry teachers having a Grade "A" certificate will receive \$1.50 per hour for a maximum of 60 hours' instruction for each course. Federal and State funds will be used for three fourths the cost of instruction, the remaining one fourth the cost of materials to be furnished by local school or hospital.

8. Textbooks recommended:

DIETETICS

Nutrition and Diet Therapy, by Proudfit, published by Macmillan Company, New York.
Practical Dietetics, by Pattee, published by A. F. Pattee, Mount Vernon, N. Y.
Nutrition in Health and Disease, by Cooper, Barber & Mitchell, published by J. B. Lippincott Company, Philadelphia, Pa.

CHEMISTRY

Applied Chemistry for Nurses, by Goostrey & Karr, published by Macmillan Company, New York.
Principles of Chemistry, by Bartlett & Ink, published by Macmillan Company, New York.
Fundamentals of Chemistry, by Bogert, published by W. B. Saunders Company, Philadelphia, Pa.

Resource-Use Education Commission Is Named by Governor Cherry

■ In order to facilitate an integrative attack upon the problem of conservation and wise use of North Carolina's natural, human, and social resources, Governor Cherry has appointed a Commission composed of representatives of more than 30 agencies which are interested in this problem. The Commission will operate as a part of the State Planning Board.

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, was named by the Governor as temporary chairman. The Commission will have as its purposes the following:

1. To co-ordinate the efforts of the various agencies interested in conservation.

2. To translate pertinent research and to channel it into education at all levels.

3. To help teachers and personnel of various public and private agencies to develop more effective ways of teaching conservation.

4. To publicize the movement and to gain continued support of all important users and potential users of our resources.

Members of the Commission are as follows: Ernest J. Arnold, Durham; Dr. L. D. Bayer, Raleigh; Marjorie Beale, Raleigh; Dean W. E. Bird, Boone; Dr. Gordon W. Blackwell, Chapel Hill; Dr. Milton L. Braun, Salisbury; Dr. T. E. Browne, Raleigh; Dean D. B. Bryan, Wake Forest; E. S. Christenbury, Andrews; Dr. C. C. Crittenden, Raleigh; Dr. Clyde A. Erwin, Raleigh; R. Bruce Etheridge, Raleigh; E. B. Garrett, Raleigh; Frank P. Graham, Chapel Hill; W. L. Greene, Ra-

leigh; Felix A. Grissette, Raleigh; Dr. W. M. Grubbs, Boone; Russell Grumman, Chapel Hill; I. T. Haig, Asheville; Mrs. E. N. Howell, Swannanoa; Dr. W. P. Jacobs, Raleigh; Paul Kelly, Raleigh; M. H. Kline, Raleigh; Dr. Clarence Korstian, Durham; Mrs. James Le Gwin, Greensboro; Mrs. Helen L. Macon, Chapel Hill; Mrs. Annie Laurie McDonald, Raleigh; Mrs. Margaret McGimsey, Morganton; Dr. F. H. McNutt, Greensboro; Dr. Harold D. Meyer, Chapel Hill; Dr. Julian Miller, Charlotte; Ethel Perkins, Raleigh; Dr. H. A. Perry, Raleigh; Dr. P. W. Picklesimer, Greenville; Dr. William L. Porter, Davidson; Dr. Herbert F. Prytherch, Beaufort; D. Hiden Ramsey, Asheville; Dr. Carl V. Reynolds, Raleigh; Dr. W. Carson Ryan, Chapel Hill; Dean I. O. Schaub, Raleigh; Hon. William Kerr Scott, Raleigh; J. W. Seabrook, Fayetteville; James E. Shepherd, Durham; Hon. Forrest H. Shuford, Raleigh; Harold L. Trigg, Elizabeth City, and Dr. Ellen Black Winston, Raleigh.

The first meeting of the Commission was held in the Library of Education Building in Raleigh on October 5.

New School Health Co-ordinator Appointed

Dr. Everett H. Ellinwood, Health Officer for Green County for the past four years, was appointed on September 1st as Co-ordinator of the School-Health Co-ordinating Service, a division representing the State Department of Public Instruction and the State Board of Health, to succeed Dr. W. P. Jacobs, who has retired after having served as Co-ordinator since October, 1942.

Dr. Ellinwood is a 1925 graduate of Springfield College, Massachusetts, a 1930 graduate of the University of North Carolina, of the Temple University Medical School in 1943. He received public health qualifications from the University of North Carolina in 1945.

Dr. Ellinwood practiced medicine for four years following his graduation. He has had a number of years experience in public health work in this State. He has been particularly interested in school-health work, having been responsible with the co-operation of the county superintendent of schools in setting up special studies in mental and sex hygiene and nutrition in the Greene County Schools. Since June first he has been attached to the School-Health Co-ordinating Service, and while so engaged he taught Personal, School and Community Hygiene at the Child Health Conference held this year at Woman's College in Greensboro.

Supplementary Transportation Regulations Adopted by State Board

The State Board of Education at its August 3rd meeting adopted the following supplementary transportation regulations:

1. Each principal's bus travel shall be paid by the county superintendent directly to the principal to whose building buses are routed.

2. Each principal, in co-operation with the county superintendent, shall route the buses, write a description, and furnish a map of such bus routes to the county superintendent.

3. Each city principal to whose building buses are routed shall assume the responsibility of seeing that qualified bus drivers are selected to drive the buses in accordance with the existing regulations.

4. Each city principal to whose building buses are routed shall assume the responsibility of keeping the necessary bus reports and of making all such reports directly to the county superintendent.

5. Each city principal shall assume the same responsibility for operating the school buses as the district principal.

6. Each school bus driver, selected and employed by the principal and approved by the committeemen or superintendent, shall reside within the school district or attendance area.

North Carolina's Educational Rank Is Improved

Based upon a ranking devised and computed by Ray C. Woods, Professor of Education, Marshall College, Huntington, W. Va., North Carolina's rank in public education among the states has improved considerably since any similar ranking of this kind has been made for the states. The composite ranking of the states on four educational categories, according to Professor Woods, placed North Carolina in 35th place. The highest this State has been as a result of similar studies was 38th place.

Professor Wood's ranking is based upon data for 1942-43, 1940, 1944 and 1941-42. In other words, he used the very latest data that he was able to obtain. These data were compiled by ranks into four tables designed to answer:

1. The need of the State for education.

2. The ability of the State to support education.

3. The effort of the State to supply a better system of education.

4. The drawing and holding power of the educational systems of the states.

In the first of these categories where five sets of data were used, North Carolina ranked 14th among the states. In the second category, that of ability, with the use of 12 sets of data, North Carolina ranked 39.5, having tied with Wyoming. With the use of the third group of data, comprising 13 items, North Carolina had a rank of 39 among the states. And in the fourth group where 12 other sets of data were used, this State ranked 38th.

It was on the basis of the composite ranking of all 42 sets of data when grouped into four categories described that the rank of 35th place for North Carolina was obtained.

Army Assistance Available To Educational Institutions

Educational institutions which have secured aircraft materials from the Office of Surplus Property of the Reconstruction Finance Corporation may also secure trained officer personnel to assist in the construction, operation and utilization of certain Army Air Force materials such as was demonstrated by the Army Air Forces Educational Demonstration Unit recently, it was stated in a letter to county superintendents by State Superintendent of Public Instruction Clyde A. Erwin under date of September 15, 1945.

"School people interested in securing the assistance of this trained personnel," Superintendent Erwin said, "will apply to the Headquarters Army Air Forces Training Liaison Officer, Rooms 917-918 Grant Building, Atlanta 3, Ga. If request for assistance is made, it should be stated the type of material which the school has received so that the officer detailed to assist that particular institution may be correctly selected for the assignment."

Vocational Staff Helps Write Article for H. S. Journal

"The Federal Government and Vocational Education in the South" is the title of an article appearing in the March-April number of the *High School Journal* and written under the editorial direction of Prof. Leon E. Cook, head of the Department of Agricultural Education of North Carolina State College, and assisted by the staff of the Division of Vocational Education of the State Department of Public Instruction and by E. W. Boshart, Professor of Occupational Information and Guidance Education, also of North Carolina State College. The members of the Division of Vocational Education who collaborated in writing the article were: T. E. Browne, Director, Roy H. Thomas, Supervisor of Agricultural Education; Catherine Dennis, Supervisor of Home Economics Education; George W. Coggin, Supervisor of Trade and Industrial Education; Ella S. Barrett, Acting Supervisor of Occupational Information and Guidance; H. E. Springer, Acting Director of Civilian Rehabilitation; W. B. Logan, Acting Supervisor of Distributive Education, and A. L. Teachey, Director of Rural War Production Training.

The article, as the title indicates, gives the history of Federal aid to education in the South and something of the program now carried on in this section of the country in the several fields of vocational training with the help of Federal appropriations. The article also tells how the program is now administered in these several fields.

Board Modifies Tenth Month Pay Regulations

The regulations governing the pay of principals for a tenth month were modified by the State Board of Education at meetings held September 6 and 7.

The first, passed September 6, reads as follows:

"In view of the emergency conditions resulting from teacher shortage, for the school year 1945-46 a principal who qualifies only as building principal yet who is serving as principal of a school eligible for a classified principal shall be eligible for a tenth month of service and pay."

The second, which passed on September 7, in referring to the time served during the tenth month, states:

"That the Controller is authorized to pay classified principals for a tenth month or pay any part of a tenth month of service rendered prior to the opening and following the close of school provided the State Superintendent and the Controller first approve the application from any unit which proposes to vary from the regular prescribed division of two weeks before the opening and two weeks following the close of school. That the Controller is authorized to decline the payment of tenth month service rendered during the regular nine-months term."

Air Age Material for Teachers

PUBLICATION

Assistance for both elementary and secondary teachers in adapting the curriculum to the air age can be found in a recent publication of the U. S. Department of Commerce and the Civil Aeronautics Administration, *Aviation for Teachers: A Study Guide for Elementary and Secondary School Teachers*. The units outlined in this bulletin are brief and the limited number of references should make it possible for the busy teacher to improve rapidly both in knowledge and point of view. The publication can be secured from the Aviation Education Division, Department of Commerce, Civil Aeronautics Administration, Washington 25, D. C.

MAPS

World Air Routes shows the new global air routes which have been suggested by the Civil Aeronautics Board for United States flag lines. These routes encircle the world. The map is based on an azimuthal, equidistant polar projection centered on the geographical center of the United States. Straight lines indicate the shortest distances, great-circle routes, between the United States and all other points in the world.

A chronological history of the progress of aviation from Leonardo da Vinci through World War II is

included on the map, as well as an essay entitled "Map Facts" to assist teachers in presenting the map to pupils. An airline time-distance chart giving distance in miles and hours of flying time is in one corner of the map. In another corner is a graph showing the total revenue miles flown by United States flag lines in domestic and international air service. Wall size 42 by 50 inches, five colors, \$1 in paper sheet.

The World Around South America, is a companion map to *World Air Routes*. Centered on Asuncion in Paraguay, it shows us vividly the true relationship of the rest of the world to South America, and the way the rest of the world looks to South Americans. Exactly how close is Europe to South America? Is there a strong geographical factor in the close economic relationship that has sprung up between South America and Europe, especially between Germany and the South American countries? How close are Australia and Oceania to South America? These and many other channels of inquiry may be explored with *The World Around South America*. Wall size 42 by 50 inches, four colors, \$1 in paper sheet.

These maps may be secured from Air-Age Education Research, 100 E. 42nd St., New York 17, N. Y.

Newbold Writes Article for The Educational Forum

An article on "Some Achievements in the Equalization of Educational Opportunities in North Carolina," by N. C. Newbold, Director of the Division of Negro Education of the State Department of Public Instruction appeared in the *Education Forum* for May, 1945. In this article Dr. Newbold traces the development of public education for Negroes beginning with the Aycock administration and shows the progress that has been made in equalizing educational opportunities for whites and Negroes. As Dr. Newbold states, complete equalization as to the educational opportunities provided for the two races has not been achieved; on the other hand, it is true, as he also points out, that "progress has been made."

Points in the educational program in which there is now equality of educational opportunities between the races were listed as follows:

1. The length of school term—180 days.
2. Teacher-pupil allotment in the elementary schools.
3. Teacher-pupil allotment in high schools.
4. Courses of study—both elementary and high school.
5. Regulations for accreditation of both elementary and high schools.
6. Program for training and certification of teachers.
7. Salaries of teachers and principals.
8. Evaluation of high schools.

Occupational Briefs Are Made Available

Briefs on 15 occupations suitable for guidance counselors, advisers and high school teachers are available from the Occupational Information and Guidance Service of the State Department of Public Instruction. These briefs were written by Dr. Walter J. Greenleaf of the U. S. Office of Education, Washington. Permission to reproduce them was granted the North Carolina State Department.

Briefs are available for the following 15 occupations: (1) Artists, decorators, designers; (2) airplane hostess, air stewardess; (3) building architect; (4) accountant; (5) journalism; (6) language specialist, interpreter translator, language teacher; (7) laboratory technician, medical, clinical; (8) electronics; (9) radio; (10) beauty operator; (11) chiropodist, podiatrist; (12) apprenticeship (trades); (13) watchmaker, watch repairman; (14) embalmer, undertaker, and (15) secretary, stenographer, typist.

Each brief defines the occupation and gives the duties in connection therewith, salary, training necessary, etc., including a list of references as to where special training may be obtained.

A copy of this "Occupational Briefs" may be secured from Ella Stephens Barrett, Acting State Supervisor of Occupational Information and Guidance for the State Department of Public Instruction, Raleigh, N. C.

Rules Say Teacher Is Key Person in Enforcement Of Attendance Law

The rules of procedure for the enforcement of the compulsory attendance law, recently adopted by the State Board of Education, state that "The teacher is the key person in the enforcement of the compulsory attendance law."

The duties of the teacher as contained in these rules are twofold, as follows:

(a) To inform pupils and parents of the value and importance of regular school attendance.

1. By classroom activities.
2. By assembly programs.
3. By P.T.A. and teacher meetings.
4. By visits and talks with individual parents or guardians.
5. By written material (printed or mimeographed), and
6. By building up public sentiment in the community for regular school attendance.

(b) To ascertain the cause of non-attendance and thus determine when an absence is excused or unexcused in the legal sense. (See Rules and Regulations of the State Board of Education and Section 115-144 of the General Statutes of North Carolina, 1943.)

1. *Written Excuses.* Although the law does not specify in what manner the teacher shall obtain the information as to the cause of an absence, the system of requiring written excuses has been very successful and is recommended as the general practice to be followed. However, where the teacher obtains knowledge otherwise that the cause of an absence is lawful under the rules and regulations adopted by the State Board of Education and a written excuse is not provided, such absences should not be reported as "unlawful." In case written excuses are required the teacher should advise children and parents of the necessity of prompt excuses. (May be included in (a) above.) Each child should be instructed to bring from the parent the written excuse giving the cause of absence on the first day upon returning to school after having been absent.

2. *Notice of Absence.* In case no written excuse has been provided or the teacher has not obtained the cause of any child's absence from any other source, a written inquiry or "notice of absence" shall be sent to the parent or guardian of that child requesting that an excuse be given or that such child will be reported to the attendance officer for violation of the compulsory attendance law. Note: A printed form, Notice of Absence, Form C3, may be secured from the principal of the school for use in this connection.

3. *Report to Principal.* In case no reply is received from this notice within a reasonable time, not exceeding five days, and the child has not returned to school, the teacher shall report that child to the principal. (Report of Unlawful Absence form shall be used.)

School Building Conditions Improve Rapidly

Prospects are bright that you can move into a new school building next fall, if you plan now, according to an article in the *U. S. Education News*. WPB restrictions on construction are being lifted rapidly. The lid on school buildings will be taken off very soon, Washington WPB offices believe, certainly within 60 days, probably sooner.

Material shortages in certain lines remain critical—cast iron soil pipe, brick, clay sewer pipe and structural tile are scarce—but WPB and construction men believe this situation will be relieved considerably by next spring. Lumber, long a major priority item, no longer interests military men. WPB advises that within another 60 days, considerable lumber will be available. This will allow time for seasoning and cutting it to standard specifications. Plumbing supplies are increasing. Right now permission to start new school construction can be obtained from WPB where real need can be proved. Projects costing less than \$100,000 can be acted upon by regional WPB agencies as before, while those costing more than that must be sent to Washington. Because of the general relaxing of building restrictions, it seems likely that necessary projects will be approved.

All governmental controls have been lifted on repairs. This does not apply to additions or exterior alterations.

The highest published estimate of potential school and college building is one of \$3,000,000,000 to cover the first five postwar years, representing actual needs. The same estimate judged that \$4,000,000,000 more could be spent in the same time for "desirable" facilities if conditions were favorable. These figures were published in the April, 1945, issue of the *Monthly Labor Review*, publication of the U. S. Department of Labor, Bureau of Labor Statistics.

Statewide Examinations Are Planned for Fourth and Eighth Grades

Statewide examinations will be given this year at the end of the fourth month to all fourth and eighth grade pupils, both white and Negro. The Stanford Achievement Test: Intermediate Battery—Partial: Form F and Advanced Battery—Partial: Form F will be used. Superintendents have been requested to send their orders for these tests to Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction.

The examinations to be given this year, Dr. Highsmith states, will cover only the skill subjects. Opportunity will thus be given for a study of the progress made since last year when a similar examination was administered to third and seventh grade pupils. Arrangements have been made with the publisher of the tests to make an analysis of the results, which will be made public when completed.

Distributive Education Workshop Held

A workshop for all Distributive Education co-ordinators and area instructors was held at North Carolina State College, August 15-24. The entire group prepared a standardized course of study for use in the co-operative program and the area instructors prepared a manual setting up policies for the adult program. Katherine Bell, teacher trainer for Distributive Education in Virginia, directed the work of the group.

The course of study prepared is being followed this year in all programs in the State. Each co-ordinator is making a report on suggestions and criticisms at the conclusion of each unit. This material will form the basis for continued improvement of the course of study.

As an added feature, several speakers appeared on the program during the meeting. Included in this list were: John B. Pope, Regional Agent, U. S. Office of Education, Washington, D. C.; Clyde A. Erwin, State Superintendent of Public Instruction; T. E. Browne, State Director of Vocational Education; Ella Stephens Barrett, Acting State Supervisor of Occupational Information and Guidance; Helen Wilkins of the Oxford High School faculty, and Unity Nash of the High Point Junior High School faculty.

Members of the group included: Sara Ruth Posey, Co-ordinator, Asheville; Dott Nicholson, Co-ordinator, Burlington; Mrs. Willie H. Russell, Co-ordinator, Candler; Dorothy Boone, Director, Mrs. Madeline Wyman and Lynda Etheridge, Co-ordinators, Charlotte; Mrs. Wilma Flood, Co-ordinator, Elizabeth City; Helen Ratchford, Co-ordinator, Gastonia; Frances Bayne, Co-ordinator, Goldsboro; Frances Sowell, Co-ordinator, Greensboro; Mrs. Stella Ambrose, Co-ordinator, Hickory; Mrs. Frances P. Phillips, Co-ordinator, Kinston; Sara Pearlstone, Co-ordinator, Salisbury; Mrs. Pauline Bragg, Co-ordinator, Shelby; Mabel Chandler, Co-ordinator, Winston-Salem; W. G. Slattery, Area Instructor, Eastern Area; C. B. McFee, Jr., Area Instructor, Western Area; Mrs. Pearle N. Foster, Area Instructor, Eastern Area.

W. B. Logan, Acting State Supervisor of Distributive Education, directed the workshop.

Greensboro Superintendent Announces Five-year Program

Supt. Ben L. Smith, of the Greensboro city school system, recently announced a five-year school building program to improve the housing facilities of that administrative unit. This program, which will, when completed, cost approximately \$500,000, will get under way immediately upon the lifting of the building ban, Superintendent Smith stated.

This program includes projects at the following schools: Washington, \$48,446; Price, \$27,400; Lindley Junior, \$11,600; Senior High, \$86,600; Gillespie Park, \$131,950; Dudley, \$17,400; Peck, \$75,600, and Friendly Acre, \$62,000.

Laws, Rulings and Opinions

Injury to Child Not Riding on School Bus; Coverage Under Workmen's Compensation Law

In reply to inquiry: Reference is made to your letter of May 5, 1944, in which you enclose letter from Mr. _____, Superintendent of _____ County Schools. In Mr. _____ letter it is stated that a school bus of _____ County had left or failed to take on a small girl and her father overtook the bus in his automobile. The children in the bus notified the driver that he had left the child and the driver, not knowing that the child's father had parked back of the bus, started backing the bus slowly to get back to a lane. The child started to get out of the car and the bus backed into the door of the car when the child had one foot on the ground. This forced the automobile door shut and the child suffered a rather severe cut on her knee and possibly broken bones in her knee.

Upon this state of facts, Mr. _____ inquires that since the child was not injured while riding in the school bus, if the case would be within the jurisdiction of the Industrial Commission.

As Mr. _____ has correctly stated, the claim would not be covered by Section 115-341 of the General Statutes since this only authorizes payment for injuries received by a school child while such child is riding on a school bus to and from the public schools of the State.

As to the jurisdiction of the North Carolina Industrial Commission, I cannot see anything in the statement of facts before me that would bring the case within the Workman's Compensation Act, which is the law administered by the Industrial Commission. It is fundamental that before any person can be covered under the Workmen's Compensation Act, the relationship of employer and employee must exist between the individual injured and the employer of that individual. This is set forth in Chapter 97 of the General Statutes, wherein you will find the term "employer" defined and the term "employee" defined, and you will also see that the person injured at the time of the injury must be engaged in employment or performing services under a contract of hire. It is manifest that this injured child was not an employee of the county board of education or of any of the public school authorities of the State of North Carolina, and I am not aware of any provisions of law that would bring the injury of this child or its relationship to any of the authorities within the scope of the Workmen's Compensation Act. I have been unable to find any amendment made by the General Assembly of 1945 that attempts to deal with this subject as related to school children. My answer, therefore, is that the provisions of the Workmen's Compensation Act as administered by

the North Carolina Industrial Commission have no application to this case.

I am sure that the circumstances under which this child was injured appeal strongly to the sympathies of the members of this office, and if there was any statute whatsoever which would give us the slightest foundation by means of a liberal construction to provide the relief in this situation, we would gladly make such an interpretation. As the law now stands, I do not know of any remedy which could be invoked in favor of the child. The only way the situation can be handled is for the Representative of the county to introduce a bill at the next session of the General Assembly to provide for reimbursement in this specific case.—Attorney General, May 9, 1945.

Use of School Property Control

In reply to inquiry: In further reference to your recent inquiry as to the use of school auditoriums by fraternal organizations, I call your attention to Section 71-136 of the Public Laws of 1923 (C. S. C. 54-78) which provides, "It shall be the duty of the County Board of Education and Board of Trustees to encourage the use of the school buildings for civic or community meetings of all kinds that may be beneficial to the patrons of the community, and the County Board of Education or Board of Trustees has authority to make rules and regulations governing the use of school property."

This section was modified by the School Machinery Act of 1939, and now appears in the North Carolina General Statutes, Section 115-95, in the following language, "It shall be the duty of the County Board of Education as to county administrative units and the Board of Trustees as to city administrative units, to encourage the use of school buildings for civic or community meetings of all kinds that may be beneficial to the members of the community. The State School Commission and the County Boards of Education for county administrative units and Boards of Trustees for city administrative units, shall have power and authority to promulgate rules by which school buildings may be used for other than school purposes."

It is apparent from these two sections that the State policy has been to encourage the use of school buildings for various civic and community meetings. The State School Commission has been superseded by the State Board of Education and the use of school buildings is now governed by rules and regulations adopted by the County Boards of Education subject to such rules and regulations as may be promulgated by the State Board of Education. I know of no legal reason why rules and regulations may not be promulgated to provide for the use of school auditoriums

by the fraternal organizations mentioned in your letter.—Attorney General, May 2, 1945.

School Teachers Veteran's Preference

In reply to inquiry: In your letter of April 21, 1945, you state that you are a veteran of World War I, a native of this State, and a school teacher of 20 years' experience. You ask if it is possible for you to have priority in appointment over those applicants or school teachers who come from outside this State.

This State has enacted a law giving veterans preference in employment for any State work,—that is, where the State of North Carolina itself is the employer, and I am of the opinion that this would apply to professors and teachers of State institutions. I do not, however, find any law giving veterans a preference of any priority in employment insofar as elementary and high schools are concerned, as in such cases teachers would be considered to be the employees of the particular county administrative unit or city administrative unit involved. No doubt such a law should be enacted to give veterans some privileges in this type of employment, but so far as I am able to see, the State of North Carolina has not yet done so.

I am of the opinion, therefore, that you do not have any preference or right to be appointed over any other applicants or employees because of your status as a veteran.—April 30, 1945, Attorney General.

School Machinery Act of 1933; Section 34½; Whether Or Not Repealed

In reply to inquiry: I have your letter of April 28, in which you ask me whether or not Section 34½ of Chapter 562 of the Public Laws of 1933 has been repealed and, if not, how does it affect the tax levying authorities of _____ County.

The section referred to is in the School Machinery Act of that year. It required that the 15-cent ad valorem Statewide tax for schools, and all reductions in special district ad valorem taxes affected under the provisions of the Act, be reflected in savings to the taxpayers for the years 1933 and 1934 and other fiscal years succeeding.

The 15-cent Statewide tax for schools was repealed in 1935 and, therefore, this part of the statute is not now in effect. There has been no repeal of the Machinery Act of 1933, but in 1935, 1937 and 1939 School Machinery Acts were enacted making various amendments and changes. The 1939 Act is what we know as the permanent School Machinery Act which has, from time to

(Continued on page sixteen)

FROM THE PAST

5 Years Ago

(Public School Bulletin, October, 1940)

Occupational training for those industries making materials essential to national defense has been in operation since July 15 in seven of the major cities in North Carolina.

The State Board of Education recently requested the Elementary Textbook Commission to prepare and submit a multiple list of books on the following subjects: Reading (basal and supplementary), grades 1-7; Health for grades 4-7; Art for grades 1-7; North Carolina History for grade 5, and Old World History for grade 6.

Dr. Owen H. Browne, head of the science department of the Cherokee Normal School, was elected acting superintendent of that institution for the ensuing school year.

Randolph Benton, who for the past seven years has been principal of the Wake Forest High School, was recently elected to fill the unexpired term of Supt. John C. Lockhart, who resigned as of October 1 to accept the superintendency of the Mecklenburg County unit.

Supt. J. H. Rose of the Greenville city administrative unit was recently appointed to the State Textbook Commission by Governor Hoey to succeed Mr. L. B. Price, Hendersonville, resigned.

Dr. W. Carson Ryan, newly elected head of the Division of Education at the University of North Carolina, assumed his duties in the late spring.

In co-operation with Radio Station WPTF of Raleigh the State Department of Public Instruction is sponsoring a series of educational broadcasts entitled, "Know Your State Government."

15 Years Ago

(Directory of the School Officials of North Carolina, 1930-31)

OFFICERS OF NORTH CAROLINA EDUCATION ASSOCIATION

President, E. J. Coltrane, Salisbury.
Vice-President, John H. Cook, Greensboro.

Past President, Annie M. Cherry, Roanoke Rapids.

Secretary-Treasurer, Jule B. Warren, Raleigh.

SUPERINTENDENTS OF SPECIAL CHARTER SCHOOLS

Canton—A. J. Hutchins.

Charlotte—H. P. Harding.

Edenton—John A. Holmes.

Elm City—P. T. Fugate.

Goldsboro—Ray Armstrong.

Greenville—J. H. Rose.

Hamlet—H. M. Kyzer.

Henderson—E. M. Rollins.

Hickory—R. W. Carver.

Kings Mountain—Claud Grigg.

Leaksville—James E. Holmes.

Mount Airy—J. B. Pendergraph.

New Bern—H. B. Smith.

Oxford—C. G. Credle.

Rockingham—L. J. Bell.

Rocky Mount—R. M. Wilson.

Sanford—G. R. Wheeler.

Tarboro—W. A. Mahler.



Macon Supt. Reveals School Building Plans

Macon County will have nine white and one Negro schools if the plans recently adopted by the County Board of Education and revealed to the people of Macon County in a statement released to the press of that county by Superintendent G. L. Houk, are approved. Two of the ten school plants contemplated are already completed, Superintendent Houk states.

Careful estimates, Superintendent Houk further states, have been made of the cost of the entire project and these show the total cost of the program, including equipment, to be approximately \$400,000. It is proposed that this be financed by a countywide bond issue of serial bonds amortized over a thirty-year period. A tax rate of ten cents additional to what is levied now, a total of \$1.20, will be sufficient to make the annual payments of principal and interest.

(Continued from page fifteen)

time, been amended since its enactment.

To the extent that the State now makes provision for the cost of operating the public schools in the appropriations made biennially and as is provided in the effective School Machinery Act, the counties are still required to reflect these savings in the local tax levies; that is to say, the counties should not levy taxes to provide those things for the public schools, such as teacher salaries, provision for which is made by the State. This, however, is subject to the exception that supplements can be authorized by a vote of the people in the manner now provided by law and, if voted, the local ad valorem taxes can be levied as authorized by such supplement elections. The purposes for which the counties are required to levy taxes for the support of public schools are set out in the School Machinery Act of 1939, with which I am sure you are familiar. — Attorney General, May 1, 1945.

FROM THE PRESS

New Hanover. The New Hanover High School has announced that its co-operative plan for on-the-job training will prepare students within one or two years "to be satisfactory, economical and efficient workers" in all types of Wilmington businesses.

Greensboro. Preparations for the operation of Greensboro schools for the ensuing year, including continuation of the Federal lunch program, naming of new members of the faculties and extension of the construction program, were reported last night (August 21) at the meeting of the board of education at the administration building.

Burlington. Balanced lunches at the lowest possible prices will be offered through the government-backed child feeding program this year at each school in the Burlington city system, Dr. L. E. Spikes, superintendent, disclosed this week (August 25).

Southern Pines. The workshop type of teachers' meeting, which was introduced into Moore County last year and which proved quite popular, will be continued this year.

Greensboro. As part of its clinical diagnosis program, Greensboro Tuberculosis Association will provide fluoroscopic examinations to all teachers and personnel of the city school system who desire them, according to Alvin T. Haley, president.

Durham. Change in the Federal Government allotment plan of financial contribution for county school lunches has resulted in some schools being forced to increase the prices of lunches from 10 cents to 15 cents, Supt. W. M. Jenkins revealed yesterday (Sept. 4).

Mecklenburg. The Mecklenburg County School Board decided yesterday (Sept. 6) to advertise for bids for construction of a new gymnasium to cost \$25,000 at Thomasboro School in the Mount Holly Road section.

Chowan. Six rural churches in Chowan County have begun consideration of the possibility of the Bible being studied in the schools of the county.

Edenton. Twenty complaints regarding the operation of Edenton schools have been submitted by Mayor Leroy Haskett to School Superintendent John A. Holmes following critical discussions of the school system at two recent meetings of the Town Council.

Gastonia. Average teaching experience of the 172 teachers who will staff the faculties of the Gastonia city schools during the 1945-46 term aggregates seven years, it is revealed by City Superintendent K. G. Phillips as the ten white and colored units of the city system prepare to throw open their doors for the new school year, Wednesday morning at 8:30 o'clock.



Resource-Use Education Commission Is Made Permanent Part of Planning Board

■ The Resource-Use Education Commission, appointed by Governor Cherry in September, was made a permanent part of the State Planning Board at the first meeting of the Commission held in Raleigh on October 5th. State Superintendent of Public Instruction Clyde A. Erwin was elected as permanent chairman, and Dr. Ellen Winston, State Commissioner of Public Welfare, vice-chairman. Felix A. Grissette, Managing Director of the State Planning Board, which now has offices in Raleigh, was named ex-officio executive secretary.

The following were elected to serve as an executive committee for the Commission: Dr. L. D. Bayer, Dean of Agriculture, State College; Mrs. Helen L. Macon, Chairman of the North Carolina Council of Social Studies, Chapel Hill; Paul Kelly, Assistant Director of the State Board of Conservation and Development, Raleigh; Dr. H. Arnold Perry, State Department of Public Instruction, Raleigh; Dr. Gordan W. Blackwell, Director of the Institute of Research in Social Science, Chapel Hill; and Dr. James E. Shepard, President of the North Carolina College for Negroes, Durham.

The general purposes of the Commission are to:

1. Provide a facility through which North Carolina educational and re-

search agencies may achieve co-ordination of their efforts in the fields of resource-use education and research translation.

2. Assist the public schools and colleges in North Carolina systematically to infuse into their instructional programs current educational materials and methods designed to develop understanding and skills in scientific resource-use in their communities, state and region.

3. Assist nonschool agencies and institutions more effectively to develop and use educational methods and media in an effort to bring about more adequate understanding and use of the total resources of the State.

4. Provide a facility for training leadership in resource-use education and research translation.

number of hours that the course was taken, and whether or not the work was satisfactorily done. A copy of this report should be sent to the Director of the Division of Instructional Service, State Department of Public Instruction.

4. The high school principal who receives a report from an organization will first ascertain if the work has the general approval of the State Department of Public Instruction. The high school principal may then, in his discretion, grant credit for the work, evaluating the work in terms of units, a unit being designated as 150 clock hours. In many instances the credit will of necessity be recorded in fractional parts of a unit. When the fractional units amount to one or more complete units of work the principal may grant credit toward high school graduation in lieu of any elective unit or units.

Documentary History of Education in South to Be Published

Arrangements have been made for locating, collecting, editing, and publishing a comprehensive documentary history of education in the South at the University of North Carolina, it was recently announced by Chancellor R. B. House. The work will be under the direction of Dr. Edgar W. Knight, Kenan Professor of Education, Finan-

INTERESTING ARTICLES IN THIS ISSUE

| | Page |
|---|------|
| Make Story of Democracy Fascinating, Says Educator..... | 4 |
| Radio Discussion Reveals Plans for Education in Germany..... | 7 |
| Audit Report Shows Expenditure for Public Schools in 1944-45 Was \$38,505,705.40..... | 10 |
| 48,000 Persons Given Training War Workers Program..... | 11 |
| Rutherford County Board Urges Regular Attendance in Letter to Parents..... | 12 |

Manuals of "American School Of the Air" Being Distributed

One hundred thousand copies of Columbia Network's new 224-page 1945-46 program manual for "The American School of the Air" are being sent to CBS stations for distribution to teachers, adult education groups, parent teacher associations, and libraries throughout the country. The volume was prepared by the CBS Education Division in collaboration with its national board of consultants. The programs are being heard Mondays through Fridays over 30 weeks, which began October 1 (WABC-CBS, 5:00-5:30 p.m. EWT).

Lyman Bryson, CBS Director of Education, writes in his foreword to the manual:

"For most of the country, School of the Air will now come at a time when children do most of their radio listening. It is their time on the air. But their parents and elders also listen during those hours, so we plan to make the time one of the finest periods for family listening.

"Since we have a new audience, in addition to the established listener groups, we have a new kind of listener's manual. It is a book to read as well as a guide to listening."

This working prospectus of the 150 broadcasts in the series divides the program notes into five branches of School of the Air broadcasts, "The Story of America," to be heard Mondays; "Gateways to Music," on Tuesdays; "March of Science," Wednesdays; "This Living World," Thursdays, and "Tales From Far and Near," Fridays.

cial support of the study, which is to be completed within three years, has been provided by one of the philanthropic foundations and other private funds. The project has the endorsement of many historians, educators, and librarians throughout the country.

Credit Will Be Given for On-the-job Training

Under policies recently sent to all county and city superintendents credit toward graduation from high school may be granted students for courses taken under the auspices of organizations which have set up preservice or on-the-job training courses. This credit should not be granted except upon approval of the State Department of Public Instruction as to the educational values of the activities undertaken.

The suggested policies set up by the Department are as follows:

1. Any organization which desires to secure high school credit for persons enrolled in educational courses must secure from the State Department of Public Instruction an approval of the educational value of the activities undertaken.

2. After general approval has been given, the organization will secure from the persons at the time of enrollment a statement indicating whether it is the desire of the enrollee to secure high school credit, and the name of the high school to which he desires a copy of the record to be sent.

3. The organization giving the course will submit to the high school principal a statement indicating the general nature of the course or courses taken, the

STATE OF NORTH CAROLINA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

November 10, 1945.

To the Superintendents, Principals and Teachers:

Greetings:

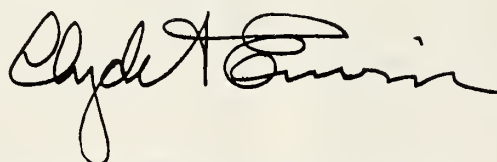
As materials and labor will soon be available for much-needed repairs and rebuilding, administrators and taxlevying authorities should plan now for making the school a model place in which girls and boys may live. One of the biggest jobs of administrators and teachers is to lift the vision of taxpayers and governing boards, especially the latter, with reference to essential needs in buildings, facilities and equipment. This is especially true in the matter of health protection and health education.

The health of our boys and girls is much too important for us to attempt to economize at their expense. Contaminated water, inadequate disposal of sewage, unclean toilets, inadequate light and heat, and improper ventilation in the long run cost the taxpayers much more than would adequate provisions for healthful school environment.

Adequate health facilities should be provided in the first place to protect boys and girls from diseases that may be contracted because of insanitary facilities and conditions. In the second place, adequate sanitary conditions should be provided because adequate health facilities provide the most effective method of teaching health. Pupils, for example, learn what adequate lighting is and develop proper attitudes with regard to taking care of their eyes more through the use of facilities for adequate lighting than through what the teacher or book says. The school building itself should be an example of desirable environment.

I think we can justifiably say that it is "penny wise" to attempt to economize on any facility or equipment that is essential to health protection or health instruction.

Very truly yours,



State Superintendent of Public Instruction.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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by the

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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Editorial Comment

GOOD SCHOOLS

Good schools are desirable by most people. As a rule these same people want to make their schools better, even if they already mistakenly label them "good."

There are a number of forces that work together in the making of a good school, or a "better" school if it is already considered good.

In the first place there are the school patrons. The forces for improving the schools from this source are usually expressed through the parent-teacher association. This organization can and does exert a definite influence upon the school. A live community group, made of parents and teachers, in many instances, makes the school good by a number of standards.

In the second place, the superintendent and the governing board, having authority for the operation of the school, can provide the physical facilities that help to make the school good. No school is considered good if the furniture is broken and in need of repairs, if lights are out of commission, or if the rooms are dirty and in need of painting. The responsibility for keeping the building in good repair rests upon these officials. The superintendent and the governing board are also responsible for the employment of teachers—good teachers. Their efforts should be directed toward making the school better by the employment of better teachers next year. In other words, they should strive each year to raise the standards prevailing the preceding year.

There is a third force which is being felt in the making of good schools—State laws and regulations governing the operation of the schools and standards of accreditation. These State forces undertake to point out the characteristics of a good school and to suggest how a particular school may be made good or better. It is up to the local authorities within the laws and rules prescribed to actually build the good school.

AN EXCELLENT START

Superintendent J. J. Tarlton of the Rutherford County Schools has sent 10,000 letters to the parents of Rutherford County school children in which he calls their attention to the importance of regular school attendance. This is a good start. Before school attendance reaches the high standard which is necessary for the best school work with all other available prerequisites for a good school, the parent must understand the importance of "day by day" attendance. It has been stated time and time again by teachers and others that unless the child is present the instruction provided will not be as effective. Superintendent Tarlton states it in another way, based upon an actual study, when he says, "if a child misses as much as two days a

month he is much more likely to make poor grades or to fail than if he attended all the time."

Perhaps the children have already been told that irregular attendance affects their work. The great majority of children realize that "missed work" must be made up, but we wonder sometimes if this can be done. The lesson missed may be "made up" in a way, but its very doubtful that any "made up" work is equal to that provided by the original recitation.

As Superintendent Tarlton says, "Parents should be more interested in this than any one else. Certainly they are not deserving of the title of father and mother if their interest in their own children isn't enough to cause them to encourage and see that the children are in school."

We congratulate Superintendent Tarlton, therefore, in making this excellent start in his efforts to improve school attendance. Although Rutherford County does not have an attendance officer, we feel sure that there will be some improvement in school attendance simply as a result of the letter he has written; and knowing Superintendent Tarlton, we don't believe he will stop in his efforts to secure better attendance in Rutherford County.

RURAL SCHOOLS

The State School Facts section of this number of this publication presents figures with regard to the public school property of the State. The State has made considerable progress in this respect, as table I indicates. We wish, however, here to point out the differences that exist between the situation in city units and county units during the school year 1934-44 as shown in tables II and III.

To recapitulate: In city units the average values per classroom were: white \$8,533.41; Negro \$4,342.71. In county units, on the other hand, the average classroom value for white pupils for this year was \$4,047.79 and for Negro pupils it was \$1,424.45.

When the number of pupils enrolled is used as the basis of measurement the differences between the property available in city and county units are also clearly apparent. These average values were as follows: City units—white \$305.07; Negro \$128.90. County units—white \$153.69; Negro \$43.64.

Now, anyone can see that the school property in city units is much better than that provided for rural children—those in county units. Why is this? Because of a number of reasons. We all know them. Should this be so? We don't think so. There is something wrong somewhere. And something should be done. Either the State should *take charge* of the building program, just as it has the road program, and study the administrative units with the view of reorganizing them on a sound basis, recognizing the wealth, population and other factors in each,

and build schoolhouses where they are needed for each of the races; or we should admit that "unequal opportunities" are basic to our school system and a necessary part of it. We cannot build a State system of schools on the foundation of a local building program. The rural children suffer the consequences by virtue of the fact that the wealth in such areas is not sufficient to support such a program. In order to provide equal opportunities, therefore, in this respect some State scheme must be devised whereby buildings can be erected where they are needed.

WORLD AFFAIRS

We all need to take more interest in world affairs. We need to know more about other peoples—their customs, languages, desires, and their resources. And we can't learn all of this from the radio and the newspapers. We've got to study these things; we've got to read more books and listen to more talks concerning peoples in other lands—and most important, we've got to know *who* is doing the talking, or the writing.

We are living in *One World* now. The public schools of Podunk are a part of that world. The public schools of North Carolina and of this Nation likewise are a part of that world. What we teach in these schools today will help to determine the sort of world we live in tomorrow. A teacher, therefore, is a very important person. A textbook is a very important tool, especially a history textbook in giving information concerning world affairs. The teacher and the textbook help to teach children to think. From these sources they get ideas as to what the past world has been, what the present world is, and what the future world ought to be.

We are living in a new age, the atomic age, so to speak. Unless we can keep up with the forces that are now at work and help guide them in the proper channels for making this new world what it ought to be, then there is likely to be *one* more war.

Teachers and everyone else, therefore, should inform themselves about these world forces. Teachers, especially, should take an interest in the political history of the world which has already been "written" and which is being "written" now, at the very beginning of this new age of scientific discovery when men's minds need to be guided into channels for a better world. The teachers of today are in a strategic position. They have in their charge the future leaders of the State, the nation, and the world. The minds of these future leaders are being moulded today, and what they are thinking today will in a measure decide what they do tomorrow. We must, therefore, as educators and moulders of public thought and opinion be sure that we first are acquainted with world affairs before we can teach others.

Make Story of Democracy Fascinating, Says Educator

■ Public schools need teachers who can make the story of democracy more fascinating than the Lone Ranger and make student self-government colorful and vital training for adult citizenship. This is the judgment of Dr. Earl C. Kelley, prominent educator, who is supervisor of secondary education in the Detroit schools and a member of the faculty of Wayne University, and Dr. Roland C. Faunce, Chief of Secondary Education for the State of Michigan, in their booklet "Your School and Its Government" just published by the National Self Government Committee, Inc., 80 Broadway, New York City.

Anti-democratic forms of government, and resultant wars, may be expected in future years if we don't intensify our efforts to educate young people in democracy as a working, practical system of government, Dr. Kelley warns.

"It is not enough for the schools to develop citizens," Dr. Kelley says. "A special brand of citizenship is needed in a nation which is really of, by and for the people. We need citizens who will hold a bold, critical, inquiring eye upon their government, not obey its edicts with blind docility.

"The child must practice self-government in the school room if he is to be able intelligently and effectively to perform his part in a working democracy when he reaches adult life. Since freedom implies responsibility, he must gain experience in assuming real responsibility.

"One learns to be a carpenter by practicing with saw and hammer. The

same rule applies to learning to participate in democratic government. We must have teachers who live democratically and maintain democratic classrooms. Can we expect to develop democratic citizens in autocratic classrooms? Yet far too many schools are operated on a completely autocratic basis.

"High school graduates often think that democracy is something that gives them the right to do as they please, and that our government is vaguely 'pretty bad.' They often look forward to pursuing life as free from concern about government as possible." Such an attitude makes it easy for anti-democratic government to develop, Dr. Kelley adds. He also warns that school taxpayers are not getting their full dollar's worth from any school that does not have a system of teaching students democracy by letting them practice governing themselves.

Dr. Kelley's booklet carries detailed suggestions for making student self-government work. The suggestions are based on a nation-wide survey conducted by the National Self Government Committee, Inc.

New Regulations for Deferment of High School Students Announced

Selective Service Headquarters has recently announced the deferment of 18-year-old youth enrolled in secondary schools. This new regulation reads as follows:

"Any person who entered upon a course of instruction at high school or similar institution of learning before he became 18 years of age, and who is ordered to report for induction during the time he is pursuing such course of instruction, shall, upon his request, have his induction postponed (1) until his graduation from a high school or similar institution of learning, or (2) until he ceases to pursue continuously and satisfactorily such course of instruction, or (3) until he arrives at the age of 20 years, whichever is the earlier.

"Any person who entered upon a course of instruction at a college or university before he became 18 years of age and who is ordered to report for induction during a quarter or semester of such course of instruction, shall, upon his request, have his induction postponed (1) until the end of such quarter or semester, or (2) until he ceases to pursue continuously and satisfactorily such course of instruction, whichever is the earlier."

Esso Reporter Warns Public About Driving Past Schools And School Buses

The Esso Reporter, broadcasting feature sponsored by the Standard Oil Company of New Jersey, has recently broadcast a warning to the public cautioning auto drivers to exercise extra care now that gasoline and driving restrictions have been lifted when they pass schools and school buses.

This commercial reads as follows: "It's back to school today . . . for adults as well as youngsters. Back to new lessons in the classroom for the small fry . . . and back to old lessons on the highway for the grown-ups. First lesson; Drive slowly past schools. Second lesson: Drive with extra care at crossings while children are going into or leaving school grounds. Third lesson: when a school bus stops, use extra care. Remember, children can't be as careful as you. Your grown-up judgment must make up for their lack of vigilance. You'd never stop regretting an accident that hurt a little child. You'll never regret driving so carefully that such an accident can't happen.

"I think such public warnings are very timely and worthwhile," State Superintendent Clyde A. Erwin said, when this commercial was brought to his attention. "We believe it will help to call attention to one of our most serious safety problems."

State Board Adopts New Texts for Reading and Home Economics

At its regular meeting held October 4, the State Board of Education adopted a series of reading texts for grades 1-3 published by the Scott Foresman Co., and three texts in Home Economics for high school use published by Houghton-Mifflin Co. and J. B. Lippincott & Co.

The Curriculum Foundation Series of Readers by Gray, Arbuthnot, and others were adopted at the following prices, with the proviso that the second and third grade readers would be bound in two separate books for each grade at prices not to exceed the cost of the single volume:

We Come and Go and *Fun With Dick, Primer* and *Pre-Primer*, State retail price 76 cents.

Our New Friends, First Reader, State retail price 59 cents.

Friends and Neighbors and *More Friends and Neighbors*, Second Reader, State retail price \$1.52.

Streets and Roads and *More Streets and Roads*, Third Reader, State retail price \$1.66.

In effect this adoption means that there will be actually six books, two books each in the case of the two last named, each at a price one-half the adopted price. It was pointed out at this adoption that when the readers are purchased under this adoption for the second and third grades, the order will be made for one-half of the number of each separate book rather than the number necessary had the single volume been ordered, thus making the total price of the series compare favorably with bids on recommended reading textbooks from other publishers.

Everyday Foods, published by Houghton Mifflin Co. was adopted at a State retail contract price of \$1.62; and *You and Your Clothes* and *The Girl's Daily Life*, published by J. B. Lippincott Co. were adopted at \$1.59 and \$1.79, respectively.

It is hardly possible that any of these books will be put into use in the State before next year, since they have to be manufactured and shipped to the Division of Textbooks before they are distributed to the local school units, it is learned.

Sales Managers' Institute Held

The first of a series of Personnel Institutes for Sales Managers of wholesale firms was held at the Langren Hotel in Asheville October 1-3. Sales managers from wholesale firms attended the meeting which met each of the three days from 9:00 a.m. until 2:30 p.m. A. D. Albright, State Supervisor of Distributive Education in Tennessee, conducted the Institute.

The purpose of the Institute was to assist sales executives in making plans to rebuild their organizations. The skill in selection of personnel and the success of training this personnel will probably be two of the greatest factors in determining the length of time as

well as the amount of economic shock resulting in our conversion from a wartime economy to a postwar period of full employment.

The subjects discussed included Selection of Personnel, Analyzing the Salesman's Job, Learning How to Teach, Evaluating Training Material and Salesman's Aids, and Human Relations.

Sales executives attending were: H. G. Strom of Southern Dairies; E. F. Morgan, Morgan Brothers Candy Company; Charles W. Jackson of Hayes and Hopson; B. A. Barossee of Ice Service Company; Hugh E. Lamb of the Nehi Bottling Company; C. B. Davis of Earle Chesterfield Mills; L. Roy Phillips of the Asheville-Citizen Times Company; Earle Kinlaw of the Fort Bragg Post Exchange; N. C. Cameron of the Carolina Power and Light Company; and F. T. Erwin of the Taylor Grocery Company. Distributive Education Personnel from the Department of Public Instruction attending were: W. B. Logan, Acting State Supervisor, C. B. McFee, Jr., and W. G. Slattery, Area Instructors.

Any group such as the Chamber of Commerce, Sales Executive Club, or any individual interested should indicate to the local superintendent of schools by letter or personal call the desire to organize an institute. The services of the State Board for Vocational Education can then be requested by the local educational system. W. B. Logan will be available to assist in the organization and in conducting as many of these institutes as his schedule and other vocational training program will permit.

Paper Salvaging Is Still Necessary, WPB Says

A recent telegram, copy of which was forwarded to all superintendents by State Superintendent Clyde A. Erwin, from Hon. J. W. Studebaker, U. S. Commissioner of Education, advises that the collection of waste paper is still needed and requests the aid of school children in the continuation of paper salvaging activities. Superintendent Erwin has asked the superintendents to do all they can through the schools in this undertaking and to co-operate with local salvaging organizations in saving and collecting waste paper.

The telegram from Commander Studebaker reads as follows:

"The War Production Board has called upon the school children of the nation to help meet current need for paper packaging and paperboard containers by continuing to collect waste paper. Reconversion of industry to peacetime basis, opening of new jobs and opportunities, plus continuing military overseas shipments, creates continuing demand for waste. Therefore, it is advisable that you take such steps in your State as will insure the continuation of the paper salvaging activities of school pupils. Moreover, the salvage of waste paper advances the program to conserve the nation's forests, depleted by the emergency cutting in wartime."

Mrs. Douglas Writes Article For Parent-Teacher Bulletin

An article "United Through Books" by Mrs. Mary Peacock Douglas, School Library Adviser for the Department of Public Instruction, appeared in the October number of the North Carolina Parent-Teacher Bulletin. Mrs. Douglas writes in her capacity as P.T.A. chairman of the Committee on Reading and Library Service. Her article was written in connection with the celebration of Book Week, November 11-17.

In her article Mrs. Douglas points out that the people of North Carolina are in no sense adequately provided with library service. "Although nearly 90 per cent of our population lives in an area where there is a public library and although nearly 85 per cent of our school population attends a school where there is a school library," Mrs. Douglas states, "there still remains more than 400,000 North Carolinians who do not have access to local public libraries and 135,000 North Carolina school children who attend schools without school libraries. . . . Actually the North Carolina public libraries have an average of little more than a third of a book per person served. . . . Actually North Carolina schools having libraries own an average of about four books per pupil."

Compulsory Religious Instruction Overruled

From Lexington, Ky., comes word that the Superintendent of Schools of that city, Dr. W. T. Rowland, acting under a directive from the City Board of Education, inquired of Eldon S. Dummit, Attorney General of Kentucky, as to whether children can be legally required to attend courses in religious instruction either in the classroom or outside. The Attorney General ruled that they cannot be so required.

The question bobbed up because of certain church people wanting children excused from classes one hour per week under so-called released time, to attend their respective churches for instruction in the catechism of their denomination, if the parents so requested it in writing.

Attorney General Dummit wrote that "there is no provision in state law requiring the school to give instruction in religion, nor is there a textbook on that subject prescribed by the State Board of Education." The Attorney General in referring to the 1940 school law which authorizes children to be excused from classes to receive instruction in the catechism of their respective denominations, stated it raised a "dangerous question" concerning legality, but that nevertheless he did not regard it as his responsibility to change it voluntarily.—Scottish Rite News Bulletin, September 20, 1945.

Fifth Nationwide Science Talent Search Scheduled

■ The fifth annual Science Talent Search among America's million high school seniors to discover the 40 students with the greatest scientific potential opened in September in the nation's 27,000 high schools, Watson Davis, Director of Science Clubs of America, announced recently. Entrants will compete for \$11,000 in Westinghouse science scholarships. Last year North Carolina had one student listed as honorable mention among 260 in the nation.

This nation-wide quest for scientifically-talented students is open to all high school seniors or their equivalent in American public, private or denominational schools, Mr. Davis explained.

The Search is sponsored by the Westinghouse Electric Corporation with the scholarships provided by the Westinghouse Educational Foundation in the interests of the advancement of science in America. It is conducted by Science Clubs of America, through Science Service.

The 40 finalists will be selected on the basis of their records in a series of qualifying requirements including a statement written by the student on his interests and ambitions, one by his teacher dealing with his aptitudes, ability, and extra-curricular activities, a transcript of his scholastic records, a thousand-word essay on the subject, "My Scientific Project," and a grueling, three-hour science aptitude test, which will be given in the local schools.

These 40 will then be named delegates to attend a five-day Science Talent Institute, with all expenses paid, in Washington, where they will enter final competition for the scholarships

next March.

The four-year Westinghouse Science Grand Scholarships of \$2,400 each will be granted to the top boy and girl, and eight four-year Westinghouse Science Scholarships of \$400 each will be awarded during the Institute following final tests and interviews by the board of judges. An additional \$3,000 may be distributed at the discretion of the judges.

During the next two months Science Talent Search entrants will be busy writing their 1,000-word essays, many of which are already under way, Mr. Davis said. The students will also be preparing for the science aptitude test to be administered in local schools early in December, after which the Board of Judges will decide upon the 40 to be awarded trips to the Science Talent Institute in Washington next March.

Further information about the search is available at all secondary schools. Principals and science teachers have been asked to enter the names of all boys and girls who are eligible and have the ability to establish a creditable record.



DISTRIBUTIVE EDUCATION WORKSHOP, N. C. STATE COLLEGE, AUGUST 15-24, 1945

Seated, left to right: Helen Ratchford, Co-ordinator, Gastonia; Sara Ruth Posey, Co-ordinator, Asheville; Dott Nicholson, Co-ordinator, Burlington; Lynda Etheridge, Co-ordinator, Charlotte; Mabel Chandler, Co-ordinator, Winston-Salem; Mrs. Willie H. Russell, Co-ordinator, Candler; Mrs. Frances P. Phillips, Co-ordinator, Kinston; C. B. McFee, Jr., Area Instructor, Asheville; Mrs. Stella Ambrose, Co-ordinator, Hickory; W. G. Slatery, Area Instructor, Greensboro; Frances Sowell, Co-ordinator, Greensboro; Mrs. Pearle Foster, Area Instructor, Winston-Salem; Evelyn Fowler, Staff; Mrs. Madeline Wyman, Co-ordinator, Charlotte; Dorothy Boone, Director, Charlotte; Sara Pearlstine, Co-ordinator, Salisbury; Mrs. Wilma Flood, Co-ordinator, Elizabeth City; Frances Bayne, Co-ordinator, Goldsboro. *Standing, left to right:* John B. Pope, Regional Agent, U. S. Office of Education, Washington, D. C.; Katherine Bell, Workshop Director, Distributive Education Teacher Trainer, College of William and Mary, Richmond, Va.; Clyde A. Erwin, State Superintendent of Schools, Department of Public Instruction, Raleigh; W. B. Logan, Acting State Supervisor, Distributive Education, Department of Public Instruction, Raleigh.

Directory Copy Has Gone To the Printer

Copy for the Educational Directory for 1945-46 was placed with the printer on October 8, according to L. H. Jobe, Director of Publications for the State Department of Public Instruction, who has charge of compiling this publication each year.

"I have sent the material to the printer three weeks earlier this year," Mr. Jobe stated, "and although this does not mean that the printed bulletin will be available for distribution that much earlier, I am hoping that this year's Directory will be ready early in December.

"I wish to thank the superintendents for their co-operation in returning the blanks giving the corrections and thus making it possible for us to complete this job as soon as we did," Mr. Jobe stated further. "Of course, we will have the proof to read on this job to catch any printer's errors, but the biggest job as far as we are concerned was the preparation of the copy. We will send the superintendents and others who have made requests copies of this publication immediately after their receipt from the printer."

Consumer Education Study Units Are Reviewed

THE MODERN AMERICAN CONSUMER—His Problems and His Opportunities. (Unit No. 1 of the Consumer Education Series.) The Consumer Education Study of the National Association of Secondary-school Principals has recently issued *The Modern American Consumer*, the first of its *Consumer Education Series*. A 67-page text for high school students, it arouses an awareness of consumer problems and opportunities, creates a sense of purpose in consumer education, and aids teachers and students in co-operative planning. Its effectiveness has been demonstrated in experimental classrooms. The booklets are attractively illustrated and covered, and written in a fresh, interesting style.

A feature of the unit is Appendix B, "A Definition of Consumer Education," addressed to the teacher. Based on three years of research and consultation with leaders in consumer education throughout the land, this is a lucid and specific exposition of the nature and purposes of consumer education, with many hints on sound organization and procedure.

LEARNING TO USE ADVERTISING (Unit No. 2 of the Consumer Education Series). *Learning to Use Advertising*, an attractive 107-page text unit for high school students, is the second unit in the *Consumer Education Series*. Viewing advertising as information essential to the consumer, it attacks two key problems: how the consumer can best use advertising; and how advertising can be made more usable.

Woven into the discussion of these main problems is a wealth of historical background, with accounts of the movements to increase the truthfulness and informativeness of advertisements—movements sponsored by government, by consumer groups, and by industry itself. Actually the unit becomes a case study of our government and our economy in action and of the formulation of policy in a democracy.

Many activities are suggested to bring the student into direct contact with advertising and business in his own environment, and to guide him to added sources of information.

Consumer Education Study, National Association of Secondary-School Principals, 1201, 16th St., N.W., Washington 6, D. C. 25c per copy (with discounts up to one third in quantity).

State Board Adopts Resolution Disapproving Practices in Lunchroom Administration

The State Board of Education, at its regular September meeting, passed the following regulation, which has been sent out to all county and city superintendents by State Superintendent of Public Instruction Clyde A. Erwin, its secretary, with reference to certain undesirable practices which have been found in the administration of some lunchroom programs in the State:

WHEREAS, it has been the policy of the State Board of Education to encourage and support the school lunchroom program, which was designed for the purpose of providing public school children the food required for an adequate diet, not only for their mid-day nourishment, but to teach them the value and effect of proper food as a body builder, and also to teach them the correct and approved methods for the preparing, serving, and eating of foods; and

WHEREAS, the successful operation of the school lunchroom program in every school is necessarily dependent upon the initiative of the local authorities and upon the lunchroom being conducted in such manner as to have and hold the public confidence and respect of the school community; and

WHEREAS, it has come to the attention of the Board that there exists in some of the lunchroom projects of the State certain practices, which, in the opinion of the Board, should be discontinued as detrimental to the best interests sought to be served by the program which now in large measure may be supported by Federal funds:

Now, therefore, be it resolved that the State Board of Education disapproves of any of the following practices in the administration of the school lunchroom program:

1. The trading for profit by any employee of the State public school system, or his immediate relative, or of any employee of the local lunchroom, or his immediate relative, with themselves either in the purchase of supplies or equipment for the lunchroom.

Former State Superintendent Receives Honor

Dr. James Y. Joyner, former State Superintendent of Public Instruction, was unanimously elected to the one-year office of Honorary President of the General Alumni Association of the University of North Carolina at the meeting of the Directors held in Chapel Hill on September 29. Dr. Joyner was State Superintendent from February 19, 1902, having been appointed by Governor Chas. B. Aycock to succeed Thos. F. Toon who died in office, to December 31, 1918, when he resigned to enter business. He is a graduate of the University of North Carolina, Class of 1881.

The office of Honorary President of the University Alumni Association was created by the Directors for the administration of Dr. Joyner's son, William T. Joyner, II, who has just been named as President.

Radio Discussion Reveals Plans For Education in Germany

■ U. S. State and War Department officials recently went on the air to tell briefly what the Military Government in Germany is doing. The part of the discussion dealing with education is reproduced below:

STERLING FISHER (of the National Broadcasting Company): Now, what about the problem of education? Mr. Acheson, I know you are interested in that.

DEAN ACHESON (Undersecretary of State): Reeducation of the Germans is the key to the long-range problem of establishing democracy there. We fully realized that, so at Potsdam we agreed to lay down this principle: "German education shall be so controlled as completely to eliminate Nazi and militarist doctrines and to make possible the successful development of democratic ideas." That provision applies, of course, to all four occupation zones.

FISHER: Mr. McCloy, how was that provision put into effect in the American zone of occupation?

JOHN J. MCCLOY (Assistant Secretary of War): Well, when we first moved in we closed down the schools until we could screen out the Nazi teachers. We soon found that meant the removal of almost all teachers, especially in the elementary grades. That created a terrific problem—how to find or train enough non-Nazi teachers to fill the gap.

FISHER: Colonel Parkman, what's the latest word on the AMG's progress in de-Nazifying education in Germany?

COL. PARKMAN (State Department): We're getting things pretty well in hand, in the lower grades, at least, Mr. Fisher. By the opening of the fall term nearly all of the elementary schools will be operating again. The public schools were a tough job to clean out because they were completely loaded with Nazis. The school teachers apparently swallowed the Nazi bait.

Note: A United Press cable from Berlin (September 13) said all lower schools will be closed during October, while teachers take courses in democratic ways of teaching.

FISHER: How about the universities and gymnasia, Colonel? Are any of them open?

PARKMAN: The universities have all been closed down and they will stay closed for some time. The only exception I know of are the medical schools, some of which are being reopened because of the need for medical men. Heidelberg was the first to be reopened. But that step was taken only after a careful screening of the faculty.

FISHER: You're right. We figured it was most important to start the small children in school getting anti-Nazi or at least non-Nazi training; we'll take care of the older ones later.

ACHESON: Meanwhile we're studying all forms of German education and German cultural organizations in the American zone to eliminate Nazi influences. It is our intention when this housecleaning job is finished to transfer the authority for German education progressively to responsible Germans.

FISHER: Mr. McCloy, I see by the papers that we're also using the press

and radio to educate the German public.

MCCLOY: Through the facilities of OWI and the Army, we have been doing everything we can to impress upon every German the completeness of Germany's defeat and the futility of trying the same thing all over again at any future time. We're trying to give them some sense of the moral issues involved in German aggression, so they will renounce the doctrines of Nazism and militarism. We're presenting the facts about America through the German press and radio, and trying to make it possible for the submerged democratic forces within Germany to make their voices heard.

FISHER: To what extent have you used Germans in this process of re-education. Mr. McCloy?

MCCLOY: Well, we are beginning to use them. We know in the last analysis the Germans are going to have to educate themselves. We cannot impose education on the Germans. We can encourage free thinking and education and it is only by such encouragement rather than by imposition that any lasting improvements can be made.

Library Book Circulation In Schools Increases

The average circulation of library books among the school children of the State was 14.29 for the past school year, it is disclosed by the School Library Statistical Report issued last month by Mrs. Mary Peacock Douglas, School Library Adviser for the State Department of Public Instruction. This average circulation is almost a book (.89) increase over the average circulation for the preceding year, the report shows. A total of 9,838,935 books were circulated among both elementary and high school children.

White children, the report shows, borrowed a total of 8,471,240 books and Negro children 1,367,695. Elementary children, both white and Negro, borrowed 6,623,478 books, whereas high school students were loaned 3,215,437. The average circulation of library books among high school children was much greater per pupil than among elementary children, 21.78 in the former case and 12.25 in the latter.

The report gives much other interesting information concerning school libraries. For example, there were at the close of the year a total of 3,065,903 library books available in the 2,355 schools reporting, an average of 4.45 books per pupil. The sum of \$443,199.66 was expended during the year for libraries in the public schools, an average of 64 cents per pupil. Of this amount, \$392,339.36 was for books and magazines, whereas \$50,860.30 was for supplies.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

Public School Property

Table I of the series of tables presented here indicates the trends concerning several aspects of the public school property which is owned by the local administrative units. Public school buses, the title to which is vested in the State, is not included in these several tables. Tables II and III show the situation in the county and city units with reference to school property as it was for the year 1943-44.

Table I

There is a trend toward fewer school houses, as table I shows. At one time, 1914-15, there were more than 8,000 schools in the State, whereas now there are fewer than 4,000. Approximately half of the number are for white pupils, including Indian, and the other half are for Negroes. The decrease in number of schoolhouses for white children, however, has been greater than that for Negroes.

The total appraised value of school property has increased from less than \$2,000,000 in 1899-1900 to nearly \$129,

000,000 in 1943-44. The trend is definitely upward. The average value per schoolhouse likewise tends to increase; the average being \$237 in 1899-1900 which increased to \$32,740 in 1943-44. As the figures on this item show the average value of schoolhouses used for white children is now more than six times that for Negroes.

On the basis of children enrolled, however, the difference as to races is not so great, the average being \$193.35 for each white child enrolled and \$68.04 for each Negro child for the year 1943-44. The average for the State, all pupils, tends to increase.

On the basis of number of classrooms the same upward tendency is noted, the per classroom average being \$4,390 in 1943-44. Here, again, the average for children of the white race is greater than that of the Negro race, but the difference between the two is not as great as is in the case of either the schoolhouse value or value per pupil enrolled.

Tables II and III

These two tables show that values on all bases vary among the administrative units for both white and Negro children. It is interesting to note also that both average classroom and average per pupil values in city units is twice what it is for county units in the case of white pupils. In the case of

Negro pupils the ratio is three times greater in city units than in county units. As a matter of fact the average classroom value of property for Negroes in city units is greater than that of white children in county units, and the per pupil value per white child enrolled in county units is just \$25 more than that of the average Negro child in city units.

II. VALUE OF SCHOOL PROPERTY, 1943-44—COUNTY UNITS

| Unit | WHITE | | | | | Negro | | | | |
|------------|-------------------|-------------|-------------------|-----------------------------|-------------------------|-------------------|----------|-------------------|-----------------------------|-------------------------|
| | No. School-houses | Value | Number Classrooms | Average Value Per Classroom | Average Value Per Pupil | No. School-houses | Value | Number Classrooms | Average Value Per Classroom | Average Value Per Pupil |
| Alamance | 17 | \$1,146,401 | 203 | \$5,647.29 | \$194.00 | 25 | 138,760 | 73 | \$1,900.82 | \$66.01 |
| Alexander | 12 | 361,575 | 135 | 2,678.33 | 118.16 | 1 | 17,700 | 15 | 1,170.00 | 38.23 |
| Allegany | 16 | 150,378 | 61 | 2,465.21 | 87.22 | 1 | 475 | 1 | 1,750.00 | 6.60 |
| Anson | 9 | 262,383 | 85 | 3,086.85 | 134.90 | 38 | 87,928 | 94 | 935.40 | 31.51 |
| Ashe | 59 | 430,678 | 220 | 1,957.63 | 81.52 | 4 | 3,770 | 5 | 754.00 | 49.61 |
| Avery | 16 | 418,550 | 139 | 3,011.15 | 109.54 | 1 | 4,050 | 3 | 1,850.00 | 66.39 |
| Beaufort | 6 | 427,050 | 107 | 3,991.12 | 140.01 | 16 | 111,301 | 61 | 1,824.61 | 53.98 |
| Bertie | 13 | 497,300 | 113 | 4,400.88 | 216.41 | 44 | 191,376 | 126 | 1,518.84 | 40.08 |
| Bladen | 14 | 557,112 | 154 | 3,617.61 | 138.10 | 28 | 103,765 | 98 | 1,058.72 | 32.11 |
| Brunswick | 7 | 321,250 | 101 | 3,339.10 | 115.65 | 14 | 75,750 | 59 | 1,283.90 | 42.46 |
| Buncombe | 43 | 2,521,420 | 457 | 5,817.33 | 195.96 | 6 | 41,159 | 19 | 2,166.26 | 72.72 |
| Burke | 15 | 705,010 | 174 | 4,069.02 | 139.13 | 6 | 8,384 | 10 | 338.40 | 36.14 |
| Caldwell | 10 | 821,785 | 176 | 4,669.29 | 155.52 | 16 | 32,529 | 42 | 774.50 | 35.59 |
| Camden | 25 | 865,216 | 209 | 4,144.57 | 131.86 | 8 | 6,725 | 11 | 611.36 | 25.38 |
| Carteret | 3 | 150,000 | 35 | 4,285.71 | 226.44 | 3 | 25,275 | 15 | 1,404.17 | 41.30 |
| Caswell | 21 | 747,380 | 144 | 5,190.13 | 224.44 | 9 | 65,133 | 25 | 2,607.32 | 84.99 |
| Catawba | 13 | 397,325 | 96 | 4,138.80 | 151.71 | 46 | 52,838 | 78 | 677.23 | 18.65 |
| Chatham | 14 | 931,440 | 230 | 4,049.74 | 171.66 | 5 | 70,500 | 29 | 2,431.03 | 97.51 |
| Cherokee | 10 | 442,800 | 146 | 3,032.88 | 130.27 | 18 | 83,785 | 72 | 1,162.99 | 37.07 |
| Chowan | 2 | 80,695 | 49 | 1,646.84 | 40.53 | 6 | 18,970 | 12 | 1,580.83 | 52.26 |
| Clay | 2 | 110,713 | 19 | 5,827.00 | 240.68 | 1 | 950 | 1 | 950.00 | 118.75 |
| Cleveland | 9 | 118,475 | 47 | 2,520.70 | 86.16 | 1 | 59,679 | 111 | 537.65 | 17.53 |
| Columbus | 23 | 772,765 | 270 | 2,852.09 | 111.48 | 28 | 131,005 | 141 | 929.11 | 32.64 |
| Craven | 20 | 989,180 | 289 | 3,422.77 | 126.80 | 36 | 71,705 | 68 | 1,054.49 | 33.74 |
| Cumberland | 14 | 407,276 | 124 | 3,284.48 | 148.80 | 23 | 125,205 | 90 | 1,691.17 | 41.80 |
| Currituck | 5 | 977,605 | 226 | 4,325.68 | 166.57 | 33 | 27,100 | 20 | 1,355.00 | 50.75 |
| Dare | 5 | 382,050 | 40 | 9,551.25 | 459.19 | 5 | 2,700 | 5 | 540.00 | 27.27 |
| Davidson | 18 | 1,123,715 | 67 | 2,768.28 | 174.97 | 1 | 2,438 | 13 | 1,649.07 | 55.25 |
| Davidson | 9 | 422,073 | 100 | 4,220.73 | 168.96 | 12 | 25,750 | 26 | 990.38 | 41.33 |
| Duplin | 15 | 331,688 | 121 | 2,739.78 | 105.26 | 31 | 67,834 | 104 | 652.25 | 17.20 |
| Durham | 14 | 732,372 | 131 | 5,521.92 | 197.05 | 7 | 186,147 | 47 | 1,864.17 | 65.73 |
| Edgecombe | 10 | 659,694 | 100 | 6,596.94 | 268.06 | 36 | 153,110 | 125 | 1,224.88 | 33.05 |
| Forsyth | 17 | 1,289,000 | 328 | 3,929.88 | 139.62 | 15 | 67,420 | 49 | 1,375.92 | 52.47 |
| Franklin | 15 | 711,557 | 145 | 4,907.28 | 219.41 | 38 | 114,368 | 106 | 1,078.94 | 26.17 |
| Gaston | 4 | 1,711,265 | 429 | 3,988.96 | 138.43 | 16 | 159,350 | 85 | 1,874.71 | 69.19 |
| Gates | 5 | 235,800 | 54 | 4,366.66 | 238.70 | 19 | 44,377 | 41 | 1,082.36 | 30.42 |
| Graham | 4 | 238,850 | 45 | 5,307.78 | 102.91 | 100 | 76,225 | 70 | 1,088.93 | 31.01 |
| Granville | 6 | 454,000 | 96 | 4,738.50 | 270.43 | 38 | 44,225 | 79 | 1,188.87 | 49.00 |
| Greene | 8 | 596,815 | 108 | 5,526.06 | 206.30 | 19 | 118,837 | 70 | 1,504.27 | 34.62 |
| Guilford | 28 | 1,846,554 | 429 | 4,309.98 | 160.30 | 14 | 180,740 | 72 | 2,510.28 | 84.62 |
| Halifax | 18 | 551,166 | 134 | 4,113.17 | 243.13 | 58 | 287,476 | 211 | 1,362.45 | 35.58 |
| Harnett | 21 | 1,455,950 | 973 | 5,390.59 | 179.45 | 92 | 1,69,235 | 106 | 1,591.45 | 45.91 |

III. VALUE OF SCHOOL PROPERTY, 1943-44—CITY UNITS

| Unit | WHITE | | | | | Negro | | | | |
|-------------|-------------------|-----------|-------------------|-----------------------------|-------------------------|-------------------|---------|-------------------|-----------------------------|-------------------------|
| | No. School-houses | Value | Number Classrooms | Average Value Per Classroom | Average Value Per Pupil | No. School-houses | Value | Number Classrooms | Average Value Per Classroom | Average Value Per Pupil |
| Albemarle | 4 | 442,600 | 56 | 7,903.57 | \$236.56 | 1 | 1,100 | 1 | 1,100.00 | 45.83 |
| Andrews | 5 | 111,800 | 36 | 3,105.56 | 91.04 | 1 | 13,100 | 12 | 1,508.33 | 51.86 |
| Asheboro | 2 | 244,400 | 47 | 5,200.00 | 147.14 | 6 | 616,138 | 90 | 6,845.98 | 278.80 |
| Asheville | 10 | 4,082,600 | 257 | 15,691.05 | 769.58 | 6 | 419,450 | 30 | 3,981.66 | 127.21 |
| Burlington | 8 | 881,168 | 121 | 7,282.38 | 227.28 | 4 | 119,500 | 2 | 1,100.00 | 30.56 |
| Canton | 7 | 899,877 | 94 | 9,573.16 | 138.92 | 1 | 60,500 | 18 | 3,361.11 | 105.92 |
| Chapel Hill | 1 | 111,000 | 19 | 5,842.11 | 139.56 | 8 | 857,914 | 155 | 5,534.93 | 153.72 |
| Charlotte | 23 | 3,983,038 | 423 | 9,416.17 | 339.56 | 1 | 23,500 | 11 | 2,136.36 | 66.20 |
| Cherryville | 2 | 149,000 | 31 | 4,806.45 | 120.03 | 1 | 45,600 | 23 | 1,981.30 | 43.79 |
| Clinton | 2 | 120,400 | 29 | 4,151.72 | 126.81 | 2 | 71,898 | 23 | 3,126.00 | 96.51 |
| Concord | 5 | 650,098 | 73 | 8,906.45 | 276.99 | 9 | 838,402 | 144 | 5,822.24 | 190.89 |
| Durham | 13 | 3,051,097 | 270 | 11,300.36 | 497.49 | 9 | 838,402 | 144 | 5,822.24 | 190.89 |

| YEAR | 1. NUMBER OF SCHOOLHOUSES | | 2. APPRAISED VALUE OF SCHOOL PROPERTY | | 3. AVERAGE VALUE PER SCHOOLHOUSE | | | 4. AVERAGE VALUE PER CHILD ENROLLED | | | 5. AVERAGE VALUE PER CLASSROOM | | |
|-----------|---------------------------|-------|---------------------------------------|--------|----------------------------------|------------|--------------|-------------------------------------|--------|--------|--------------------------------|----------|-------|
| | White | Negro | White | Negro | White | Negro | Total | White | Negro | Total | White | Negro | Total |
| 1899-1900 | 4,938 | 2,228 | 7,166 | 7,166 | \$ 1,335,250 | \$ 360,000 | \$ 1,695,250 | \$ 479 | \$ 275 | \$ 754 | \$ 1,057.86 | \$ 32.49 | |
| 1900-1901 | 5,115 | 2,261 | 7,376 | 7,376 | 2,712,112 | 470,806 | 3,182,918 | 834 | 316 | 1,150 | 1,057.86 | 32.49 | |
| 1901-1902 | 5,325 | 2,284 | 7,609 | 7,609 | 5,185,521 | 677,448 | 5,862,969 | 1,643 | 708 | 2,351 | 1,057.86 | 32.49 | |
| 1902-1903 | 5,540 | 2,409 | 7,949 | 7,949 | 1,163,533 | 10,834,117 | 12,997,650 | 2,213 | 621 | 2,834 | 1,057.86 | 32.49 | |
| 1903-1904 | 5,752 | 2,431 | 8,183 | 8,183 | 2,387,324 | 2,057,838 | 4,445,162 | 453 | 1,120 | 1,573 | 1,057.86 | 32.49 | |
| 1904-1905 | 5,965 | 2,453 | 8,418 | 8,418 | 7,271,170 | 7,005,835 | 14,277,005 | 1,134 | 293 | 1,427 | 1,057.86 | 32.49 | |
| 1905-1906 | 6,178 | 2,475 | 8,653 | 8,653 | 11,475,042 | 10,421,315 | 21,896,357 | 1,629 | 442 | 2,071 | 1,057.86 | 32.49 | |
| 1906-1907 | 6,391 | 2,497 | 8,888 | 8,888 | 98,290,164 | 12,309,808 | 110,599,972 | 37,551 | 5,430 | 42,981 | 1,057.86 | 32.49 | |
| 1907-1908 | 6,604 | 2,519 | 9,123 | 9,123 | 97,823,361 | 12,502,132 | 110,325,493 | 5,551 | 23,891 | 29,442 | 1,057.86 | 32.49 | |
| 1908-1909 | 6,817 | 2,541 | 9,358 | 9,358 | 93,732,552 | 13,887,332 | 107,619,884 | 42,933 | 5,932 | 48,865 | 1,057.86 | 32.49 | |
| 1909-1910 | 7,030 | 2,563 | 9,593 | 9,593 | 101,823,993 | 14,615,423 | 116,439,416 | 158,14 | 46,27 | 204,41 | 1,057.86 | 32.49 | |
| 1910-1911 | 7,243 | 2,585 | 9,828 | 9,828 | 106,724,982 | 15,164,892 | 121,889,874 | 158,14 | 46,27 | 204,41 | 1,057.86 | 32.49 | |
| 1911-1912 | 7,456 | 2,607 | 10,063 | 10,063 | 105,658,494 | 15,580,743 | 121,239,237 | 158,14 | 46,27 | 204,41 | 1,057.86 | 32.49 | |
| 1912-1913 | 7,669 | 2,629 | 10,298 | 10,298 | 108,080,026 | 16,247,105 | 124,327,131 | 158,14 | 46,27 | 204,41 | 1,057.86 | 32.49 | |
| 1913-1914 | 7,882 | 2,651 | 10,533 | 10,533 | 109,475,675 | 16,549,029 | 126,024,704 | 158,14 | 46,27 | 204,41 | 1,057.86 | 32.49 | |
| 1914-1915 | 8,095 | 2,673 | 10,768 | 10,768 | 111,368,608 | 17,527,182 | 128,895,790 | 158,14 | 46,27 | 204,41 | 1,057.86 | 32.49 | |
| 1915-1916 | 8,308 | 2,695 | 11,003 | 11,003 | | | | | | | | | |
| 1916-1917 | 8,521 | 2,717 | 11,238 | 11,238 | | | | | | | | | |
| 1917-1918 | 8,734 | 2,739 | 11,473 | 11,473 | | | | | | | | | |
| 1918-1919 | 8,947 | 2,761 | 11,708 | 11,708 | | | | | | | | | |
| 1919-1920 | 9,160 | 2,783 | 11,943 | 11,943 | | | | | | | | | |
| 1920-1921 | 9,373 | 2,805 | 12,178 | 12,178 | | | | | | | | | |
| 1921-1922 | 9,586 | 2,827 | 12,413 | 12,413 | | | | | | | | | |
| 1922-1923 | 9,799 | 2,849 | 12,648 | 12,648 | | | | | | | | | |
| 1923-1924 | 10,012 | 2,871 | 12,883 | 12,883 | | | | | | | | | |
| 1924-1925 | 10,225 | 2,893 | 13,118 | 13,118 | | | | | | | | | |
| 1925-1926 | 10,438 | 2,915 | 13,353 | 13,353 | | | | | | | | | |
| 1926-1927 | 10,651 | 2,937 | 13,588 | 13,588 | | | | | | | | | |
| 1927-1928 | 10,864 | 2,959 | 13,823 | 13,823 | | | | | | | | | |
| 1928-1929 | 11,077 | 2,981 | 14,058 | 14,058 | | | | | | | | | |
| 1929-1930 | 11,290 | 3,003 | 14,293 | 14,293 | | | | | | | | | |
| 1930-1931 | 11,503 | 3,025 | 14,528 | 14,528 | | | | | | | | | |
| 1931-1932 | 11,716 | 3,047 | 14,763 | 14,763 | | | | | | | | | |
| 1932-1933 | 11,929 | 3,069 | 14,998 | 14,998 | | | | | | | | | |
| 1933-1934 | 12,142 | 3,091 | 15,233 | 15,233 | | | | | | | | | |
| 1934-1935 | 12,355 | 3,113 | 15,468 | 15,468 | | | | | | | | | |
| 1935-1936 | 12,568 | 3,135 | 15,703 | 15,703 | | | | | | | | | |
| 1936-1937 | 12,781 | 3,157 | 15,938 | 15,938 | | | | | | | | | |
| 1937-1938 | 12,994 | 3,179 | 16,173 | 16,173 | | | | | | | | | |
| 1938-1939 | 13,207 | 3,201 | 16,408 | 16,408 | | | | | | | | | |
| 1939-1940 | 13,420 | 3,223 | 16,643 | 16,643 | | | | | | | | | |
| 1940-1941 | 13,633 | 3,245 | 16,878 | 16,878 | | | | | | | | | |
| 1941-1942 | 13,846 | 3,267 | 17,113 | 17,113 | | | | | | | | | |
| 1942-1943 | 14,059 | 3,289 | 17,348 | 17,348 | | | | | | | | | |
| 1943-1944 | 14,272 | 3,311 | 17,583 | 17,583 | | | | | | | | | |
| 1944-1945 | 14,485 | 3,333 | 17,818 | 17,818 | | | | | | | | | |
| 1945-1946 | 14,698 | 3,355 | 18,053 | 18,053 | | | | | | | | | |
| 1946-1947 | 14,911 | 3,377 | 18,288 | 18,288 | | | | | | | | | |
| 1947-1948 | 15,124 | 3,399 | 18,523 | 18,523 | | | | | | | | | |
| 1948-1949 | 15,337 | 3,421 | 18,758 | 18,758 | | | | | | | | | |
| 1949-1950 | 15,550 | 3,443 | 18,993 | 18,993 | | | | | | | | | |
| 1950-1951 | 15,763 | 3,465 | 19,228 | 19,228 | | | | | | | | | |
| 1951-1952 | 15,976 | 3,487 | 19,463 | 19,463 | | | | | | | | | |
| 1952-1953 | 16,189 | 3,509 | 19,698 | 19,698 | | | | | | | | | |
| 1953-1954 | 16,402 | 3,531 | 19,933 | 19,933 | | | | | | | | | |
| 1954-1955 | 16,615 | 3,553 | 20,168 | 20,168 | | | | | | | | | |
| 1955-1956 | 16,828 | 3,575 | 20,403 | 20,403 | | | | | | | | | |
| 1956-1957 | 17,041 | 3,597 | 20,638 | 20,638 | | | | | | | | | |
| 1957-1958 | 17,254 | 3,619 | 20,873 | 20,873 | | | | | | | | | |
| 1958-1959 | 17,467 | 3,641 | 21,108 | 21,108 | | | | | | | | | |
| 1959-1960 | 17,680 | 3,663 | 21,343 | 21,343 | | | | | | | | | |
| 1960-1961 | 17,893 | 3,685 | 21,578 | 21,578 | | | | | | | | | |
| 1961-1962 | 18,106 | 3,707 | 21,813 | 21,813 | | | | | | | | | |
| 1962-1963 | 18,319 | 3,729 | 22,048 | 22,048 | | | | | | | | | |
| 1963-1964 | 18,532 | 3,751 | 22,283 | 22,283 | | | | | | | | | |
| 1964-1965 | 18,745 | 3,773 | 22,518 | 22,518 | | | | | | | | | |
| 1965-1966 | 18,958 | 3,795 | 22,753 | 22,753 | | | | | | | | | |
| 1966-1967 | 19,171 | 3,817 | 22,988 | 22,988 | | | | | | | | | |
| 1967-1968 | 19,384 | 3,839 | 23,223 | 23,223 | | | | | | | | | |
| 1968-1969 | 19,597 | 3,861 | 23,458 | 23,458 | | | | | | | | | |
| 1969-1970 | 19,810 | 3,883 | 23,693 | 23,693 | | | | | | | | | |
| 1970-1971 | 20,023 | 3,905 | 23,928 | 23,928 | | | | | | | | | |
| 1971-1972 | 20,236 | 3,927 | 24,163 | 24,163 | | | | | | | | | |
| 1972-1973 | 20,449 | 3,949 | 24,398 | 24,398 | | | | | | | | | |
| 1973-1974 | 20,662 | 3,971 | 24,633 | 24,633 | | | | | | | | | |
| 1974-1975 | 20,875 | 3,993 | 24,868 | 24,868 | | | | | | | | | |
| 1975-1976 | 21,088 | 4,015 | 25,103 | 25,103 | | | | | | | | | |
| 1976-1977 | 21,301 | 4,037 | 25,338 | 25,338 | | | | | | | | | |
| 1977-1978 | 21,514 | 4,059 | 25,573 | 25,573 | | | | | | | | | |
| 1978-1979 | 21,727 | 4,081 | 25,808 | 25,808 | | | | | | | | | |
| 1979-1980 | 21,940 | 4,103 | 26,043 | 26,043 | | | | | | | | | |
| 1980-1981 | 22,153 | 4,125 | 26,278 | 26,278 | | | | | | | | | |
| 1981-1982 | 22,366 | 4,147 | 26,513 | 26,513 | | | | | | | | | |
| 1982-1983 | 22,579 | 4,169 | 26,748 | 26,748 | | | | | | | | | |
| 1983-1984 | 22,792 | 4,191 | 26,983 | 26,983 | | | | | | | | | |
| 1984-1985 | 23,005 | 4,213 | 27,218 | 27,218 | | | | | | | | | |
| 1985-1986 | 23,218 | 4,235 | 27,453 | 27,453 | | | | | | | | | |
| 1986-1987 | 23,431 | 4,257 | 27,688 | 27,688 | | | | | | | | | |
| 1987-1988 | 23,644 | 4,279 | 27,923 | 27,923 | | | | | | | | | |
| 1988-1989 | 23,857 | 4,301 | 28,158 | 28,158 | | | | | | | | | |
| 1989-1990 | 24,070 | 4,323 | 28,393 | 28,393 | | | | | | | | | |
| 1990-1991 | 24,283 | 4,345 | 28,628 | 28,628 | | | | | | | | | |
| 1991-1992 | 24,496 | 4,367 | 28,863 | 28,863 | | | | | | | | | |
| 1992-1993 | 24,709 | 4,389 | 29,098 | 29,098 | | | | | | | | | |
| 1993-1994 | 24,922 | 4,411 | 29,333 | 29,333 | | | | | | | | | |
| 1994-1995 | 25,135 | 4,433 | 29,568 | 29,568 | | | | | | | | | |
| 1995-1996 | 25,348 | 4,455 | 29,803 | 29,803 | | | | | | | | | |
| 1996-1997 | 25,561 | 4,477 | 30,038 | 30,038 | | | | | | | | | |
| 1997-1998 | 25,774 | 4,499 | 30,273 | 30,273 | | | | | | | | | |
| 1998-1999 | 25,987 | 4,521 | 30,508 | 30,508 | | | | | | | | | |
| 1999-2000 | 26,200 | 4,543 | 30,743 | 30,743 | | | | | | | | | |
| 2000-2001 | 26,413 | 4,565 | 30,978 | 30,978 | | | | | | | | | |
| 2001-2002 | 26,626 | 4,587 | 31,213 | 31,213 | | | | | | | | | |
| 2002-2003 | 26,839 | 4,609 | 31,448 | 31,448 | | | | | | | | | |
| 2003-2004 | 27,052 | 4,631 | 31,683 | 31,683 | | | | | | | | | |
| 2004-2005 | 27,265 | 4,653 | 31,918 | 31,918 | | | | | | | | | |
| 2005-2006 | 27,478 | 4,675 | 32,153 | 32,153 | | | | | | | | | |
| 2006-2007 | 27,691 | 4,697 | 32,388 | 32,388 | | | | | | | | | |
| 2007-2008 | 27,904 | 4,719 | 32,623 | 32,623 | | | | | | | | | |
| 2008-2009 | 28,117 | 4,741 | 32,858 | 32,858 | | | | | | | | | |
| 2009-2010 | 28,330 | 4,763 | 33,093 | 33,093 | | | | | | | | | |
| 2010-2011 | 28,543 | 4,785 | 33,328 | 33,328 | | | | | | | | | |
| 2011-2012 | 28,756 | 4,807 | 33,563 | 33,563 | | | | | | | | | |
| 2012-2013 | 28,969 | 4,829 | 33,798 | 33,798 | | | | | | | | | |
| 2013-2014 | 29,182 | 4,851 | 34,033 | 34,033 | | | | | | | | | |
| 2014-2015 | 29,395 | 4,873 | 34,268 | 34,268 | | | | | | | | | |
| 2015-2016 | 29,608 | 4,895 | | | | | | | | | | | |

Audit Report Shows Expenditure For Public Schools 1944-45 Was \$38,505,705.40

■ The Audit Report of the State Board of Education on the Nine-months School Fund for the year 1944-45 shows an expenditure of \$38,505,705.40. Included in this total is a surety bond premium of \$7,696.87, which was paid direct to the insurance firm writing this policy. The balance, or \$38,498,008.53, was expended in the 170 administrative units.

The total available funds for this year, the report shows, was \$39,490,479.00. Funds unexpended in the several units were accounted for as follows: Equipment purchased by the State office but not allotted to units, \$188,252.13; cash balances in the units, \$40,026.03; amount not certified to the units, \$317,617.49; and bus account balance, \$438,877.95—a total of \$981,773.60.

The expenditures by objects are given in the accompanying table. As will be noted, these figures do not include the cost of State administration, since the expenditures for this purpose are paid out of the several appropriations made specifically for departments in accordance with law and under the budgetary control of the State. Neither do these figures include any expenditures from local funds, nor for vocational education from State, Federal and local funds.

As the table shows the largest percentage of State funds, 83.13 per cent, was for the object of instructional service, salaries of teachers and principals, and the purchase of instructional supplies. The second largest expenditure was for auxiliary agencies, which was largely for the cost of operating the school bus transportation system. As will be noted, the percentage of expenditure for this object was greater than the two years preceding. This was due to the fact that mechanics salaries were slightly higher, costs of repair parts, batteries, tires and tubes were greater, and that a greater number of bus units had to be replaced at a higher cost than preceding years.

The percentages of expenditure for the objects of general control, operation of plant, and fixed charges were approximately the same as in former years.

EXPENDITURE OF FUNDS FROM STATE NINE-MONTHS SCHOOL FUND IN THE 170 ADMINISTRATIVE UNITS

| Objects | Expenditure 1944-45 | Pct. 1944-45 | Pct. 1943-44 | Pct. 1942-43 |
|---------------------------------|------------------------|-----------------|-----------------|-----------------|
| General Control | \$ 1,011,154.73 | 2.63 | 2.75 | 2.59 |
| Instructional Service: | 32,002,289.78 | 83.13 | 85.01 | 84.70 |
| Salaries | 31,787,321.94 | 82.57 | 84.49 | 84.30 |
| Supplies | 214,967.84 | .56 | .52 | .40 |
| Operation of Plant | 1,963,546.19 | 5.10 | 5.12 | 5.20 |
| Fixed Charges | 19,096.21 | .05 | .03 | .04 |
| Auxiliary Agencies: | 3,501,921.62 | 9.09 | 7.09 | 7.47 |
| Transportation | 3,383,399.93 | 8.79 | 6.76 | 7.24 |
| Libraries | 118,521.69 | .30 | .33 | .23 |
| TOTAL CURRENT EXPENSE FUND..... | \$38,498,008.53 | 100.00 | 100.00 | 100.00 |

Haward Dawson Visits State Offices

Howard Dawson, Director of the Division of Rural Service of the National Education Association, was a visitor at the State Education offices in the Education Building on October 15. At a meeting of the State offices unit of the NCEA in the assembly room, Mr. Dawson told about the work of the national organization, giving its growth from a small group of 100,000 members to a force of more than 800,000 members at present. The headquarters staff with offices in Washington, he stated, now has a trained personnel of close on to 300 persons.

Mr. Dawson also spoke about the efforts of the Association to persuade Congress to enact a Federal aid bill. In his opinion, the chances that such a bill will come out of the committee in the near future is bright. One of the obstacles working against the bill, he pointed out, was the question of separation of Church and State.

Educational Lingo Shows Amazing Developments

The evolution of the prescribed educational lingo has been an amazing development. If, about 1900 a teacher at a university brought a hen to class for teaching purposes, while this was an innovation, the hen was simply a hen. By 1910 this hen was a "problem." In 1915 it had become a "project." Around 1919 the hen was a "unit of work." By 1925 it had become an "activity." In 1930 it was the "basis of an integrated program." And lo! In 1936 the poor hen had become a "frame of reference." As 1941 drew to a close, it was "implemented" into an "area in a workshop." In 1942 it appears to have been "calibrated" as part of the "orchestration of school and community activities."—From the magazine, *The Kansas City Schools*, Vol. II, No. 9.

Publishers to Make Teaching Film Survey

A group consisting of publishers of textbooks and a publisher of classroom magazines is undertaking a survey of educational motion pictures and other visual aids to education. The purpose of the survey is to evaluate the effectiveness of visual aids now available and to explore more fully the possibilities of correlation between film and textbook.

The publishers financing and supervising the survey are Harcourt, Brace & Company, Harper & Brothers, Henry Holt & Company, Houghton Mifflin Company, The Macmillan Company, Scholastic Magazines, and Scott, Foresman & Company. Informally they have labeled the project The Teaching Films Survey. The work is already in progress under the direction of Carroll Belknap, who has long been engaged in making studies of specific marketing problems for manufacturers and trade associations.

A formal statement issued in the name of the group says: "It is recognized that training and indoctrinating films produced by the Army and Navy, as well as by other government agencies and industrial corporations, have accelerated the use of films and film strips as educative agencies. Believing that this trend will continue, and that its development is definitely related to the accumulated experience and editorial competence of the textbook publishers, the survey group hopes to discover ways and means of participation which may in due course be both professionally gratifying and financially sound."

State Board to Study Certification Scheme

A resolution passed at the September 7th meeting of the State Board of Education authorized a committee from the Board "to make a thorough study of the existing rules and regulations affecting the grade, qualifications and certification of teachers in the public schools of the State" and "file a written report with its recommendations as to what changes in the present system, if any, should be made by the Board." The matter was referred to the Curriculum Committee, which is composed of Dr. Dougherty, Chairman; Mr. Ramsey, Mr. Martin, Mrs. Ferguson and Dr. Miller. Superintendent Erwin and Mr. Graham were added as additional members of this committee.

The adoption of this resolution grew out of a statement recently made in an address by Dr. E. W. Knight of the University, Chapel Hill, in which he attacked the present certification system in the State. Mr. Graham, who brought the matter to the attention of the Board, expressed the opinion that Dr. Knight should be asked to appear before a committee and prove his statements.

Cash Awards Offered In Easter Seal Art Contest

Cash awards totaling \$850.00 are being offered to boys and girls under 19 years of age enrolled in all secondary schools for the best designs for the annual Easter seal of the National Society for Crippled Children and Adults, Inc. Four national awards will be made as follows: One first award of \$500.00, one second award of \$200.00, one third award of \$100.00, and one fourth award of \$50.00.

The contest opened at the beginning of the 1945-46 school year. Local winning designs should be submitted to the State contest not later than April 1, 1946, and State winning designs should be submitted for the national contest not later than May 1, 1946.

For further information as to nature and dimensions of design, materials, and media, address the N. C. Society for Crippled Children, Chapel Hill, N. C.

Audit Report Shows Amount Paid Instructional Personnel From State Funds

A total of \$31,787,321.94 from the State Nine Month School Fund was paid teachers and principals for instructional services rendered during the school year 1944-45, it is disclosed by the recent Audit Report on this Fund made to the State Board of Education by C. D. Douglas, Director of the Division of Auditing and Accounting of the Controller's Office. This expenditure represented 82.57 per cent of the total funds from this source expended in the 170 administrative units.

The report further shows that this Fund was paid to 24,323 persons, an average of \$1,306.88, or \$22.90 more than the average salary paid all instructional personnel for the preceding year. The increase was due in the main to the elimination of the differential in instructional salary schedules, the salaries from State funds being paid this year for the first time in the history of the State on the basis of the same schedule.

Calculations based upon the number of teachers and total amounts paid by classification as to race, position, and type of school shows the following average salaries were paid from this fund:

| | |
|------------------------------------|------------|
| White elementary teachers | \$1,249.21 |
| Negro elementary teachers | 1,272.52 |
| White high school teachers | 1,257.83 |
| Negro high school teachers | 1,247.49 |
| All white teachers | 1,250.88 |
| All Negro teachers | 1,269.56 |
| All teachers | 1,256.48 |
| White elementary principals..... | 1,972.42 |
| Negro elementary principals..... | 2,082.52 |
| White high school principals | 2,284.04 |
| Negro high school principals | 2,191.36 |
| All white principals | 2,186.23 |
| All Negro principals | 2,155.72 |
| All principals | 2,179.71 |

Pamphlet Reviewed

Mass Education in China, Pearl S. Buck. American Council of the Institute of Pacific Relations, 1 East 54th Street, in New York City. 25c.

A condensed version of "Tell the People," *Mass Education in China* describes a new educational method applicable wherever illiteracy, disease and poverty are present. The theme of this pamphlet is that the techniques thus tested in China for 25 years can be applied anywhere in the world.

Pearl Buck writes about Dr. James Yen's experiments, including the thousand character of "basic" Chinese which Dr. Yen devised so that illiterates can be taught to read and write in the incredibly short space of 96 hours.

Educators whose problems extend beyond the classroom into their communities will be interested in knowing that under Dr. Yen, literacy was only the beginning, and that in each village so taught, the inevitable next steps were improved farming, public health work, civic pride, and finally better local government. The application of the Ting-shien public health system through Szechwan Province, and the adoption of some of the county government reforms throughout most of Free China, are also credited to the mass education movement.

Contract for Flags Made

The State Division of Purchase and Contract has just made contract with Louis E. Stilz & Brothers Company, 155 North Fourth Street, Philadelphia, for furnishing flags to institutions in North Carolina. The contract covers both United States and North Carolina flags in three types: cotton bunting, wool bunting and rayon. Following are the prices f.o.b. contractor's place of business, except for orders for \$10 or more which are shipped prepaid:

| U. S. FLAGS | | | |
|--------------|----------------|--------------|---------|
| Size | Cotton Bunting | Wool Bunting | Rayon |
| 2x 3 ft. | \$.84 | \$ 1.90 | \$ 8.00 |
| 3x 5 ft. | 1.32 | 3.50 | 10.00 |
| 4x 6 ft. | 1.92 | 4.90 | 12.00 |
| 5x 8 ft. | 2.82 | 7.70 | ----- |
| 6x10 ft. | 3.84 | 10.50 | ----- |
| 8x12 ft. | 5.76 | 16.10 | ----- |
| 9x15 ft. | 8.10 | 23.80 | ----- |
| 10x19 ft. | 10.08 | 33.60 | ----- |
| 12x20 ft. | 13.20 | 42.00 | ----- |
| 15x25 ft. | 20.16 | 63.00 | ----- |
| N. C. FLAGS: | | | |
| 2x 3 ft. | 2.22 | 2.94 | 4.20 |
| 3x 5 ft. | 4.50 | 5.10 | 7.10 |
| 4x 6 ft. | 6.00 | 8.40 | 11.40 |
| 5x 8 ft. | 8.40 | 11.90 | 15.90 |
| 6x10 ft. | 11.40 | 16.80 | ----- |
| 8x12 ft. | 16.80 | 25.20 | ----- |

48,000 Persons Given Training Under War Workers Program

■ During the five-year period ending June 30, 1945, when the program was officially closed, North Carolina public schools, in co-operation with the U. S. Office of Education, gave some form of specific training to 48,000 persons who were later employed in war industries, it is learned from the final report of the Training Program for War Workers. The report was made by J. Warren Smith, State director of the program.

"During this period," Mr. Smith stated, "there was spent for instructional costs the sum of \$2,459,520.46. For new equipment, which was added to that already owned by the schools, there was spent \$349,746.08. This equipment has now become the property of the schools and is being used in the regular program."

"By this training," Mr. Smith further stated, "special assistance was rendered to 92 war industries within the State and to a number of industries in nearby states. These industries included shipbuilding, rubber companies, trucking companies, aircraft companies, textile mills, machine and textile

trades, military groups and other special war industries."

The accompanying table shows the number of persons trained in the several types of courses provided. As this table shows, 30,883 persons were given pre-employment training and 17,159 supplementary training. All these programs were operated through the local public school officials, a total of 69 administrative units.

According to Mr. Smith, this program would not have been possible without the willing spirit shown by local and State school officials. "Much credit," he said, "is due local superintendents, principals and vocational directors."

| Major Type of Course | Pre-employment | Supplementary |
|---------------------------|----------------|---------------|
| Automotive Service..... | 461 | 1,968 |
| Aviation Services..... | 6,316 | 2,601 |
| Electrical Services*..... | 206 | 52 |
| Forging*..... | 158 | 0 |
| Foundry..... | 109 | 61 |
| Machine Shop*..... | 8,216 | 1,055 |
| Radio Services*..... | 1,105 | 742 |
| Sheet Metal Work*..... | 2,071 | 167 |
| Shipbuilding..... | 8,808 | 1,182 |
| Welding*..... | 2,165 | 499 |
| Other..... | 1,268 | 8,832 |
| ALL COURSES..... | 30,883 | 17,159 |

*Does not include enrollments in courses specifically for aviation and shipbuilding. These are included in the aviation and shipbuilding totals, respectively.

Rutherford Co. Board Urges Regular Attendance in Letter to Parents

■ In "An Open Letter from the Rutherford County Board of Education to the People of Rutherford County" regular school attendance is urgently requested. The letter, which was printed and distributed widely throughout the county, also pointed out the usual unfortunate results of irregular attendance.

"Last year," the letter reads, "a study was made in this county to try to find out how absence from schools for a few days per month affects a child's grade and his promotion."

What were the results?

"It was found here," the letter says, "and has been found at other places, that if a child misses as much as two days a month he is much more likely to make poor grades or to fail than if he attends all the time. Pupils missing one day a week find it extremely hard to pass their work and hardly ever make good grades."

"When children fail to make good grades they often become discouraged, dislike to attend school and develop bad attitudes toward school and other people. This is most unfortunate for the pupil, because our whole society is built on the idea of co-operation, friendliness, and good will."

"Another unfortunate result of failure is that it puts the child the next year into a group of children younger than himself, and he becomes self-conscious and thinks of himself as a failure."

"Nothing is of more importance to children than developing normally, happily, along with others of their own age and achievement—to deny them this privilege by keeping them out of school is a gross injustice to the child. It is of the utmost importance, therefore, to parents and to their children that pupils attend school regularly."

"The matter of attendance of school children should interest people also who do not have children in school. It has been shown over and over again that children who drop out of school early in life are much more likely to become criminals. It is true also that pupils who fail to be promoted and have to repeat a grade cost as much to repeat as if they had been advanced a grade."

"Last year more than 1,000 pupils failed to be promoted in Rutherford County due more to lack of attendance than to any other one thing. Schools cost about \$60.00 per year for each child in attendance. If the 1,000 children who failed last year repeat their grade this year it will cost approximately \$60,000.00 to 're-educate' them in the same grade. If they become discouraged and quit school, it is even worse. It is very likely that good attendance last year would have prevented one-half of these failures with a saving of \$30,000.00 to the taxpayers of the county. (We are assuming that the county pays its proportionate share of the State School funds.)"

"It is of importance to taxpayers, therefore, whether they have children in school or not, to do all they can to see that all children attend regularly, and thus reduce the cost of repeating grades by so many pupils."

"This letter is sent out by the Rutherford County Board of Education in the hope that it will interest people in seeing that all children who are able attend school regularly."

Certification of Armed Service Record is Required for Experience Credit

In order to receive credit for experience in the service of the U. S. Armed Services as provided by the law enacted by the General Assembly of 1945, the teacher, principal, or superintendent, as the case may be, must show his armed service honorable discharge to the superintendent of the administrative unit who on the basis of the discharge will certify the experience record to the State Department of Public Instruction on a blank prepared for that purpose. This was disclosed recently in a letter sent to county and city school superintendents by James E. Hillman, Director of the Division of Professional Service for the State Department of Public Instruction, under whose supervision the experience ratings of teachers are established. The certification blank has spaces for the branch of service, the date of discharge, date of induction, and total time of service. These facts must be indicated and certified to the State office before credit for such service will be given in accordance with the law.

State Printing Delayed

The printing of State forms and publications is very much delayed this year, it is learned, because of several reasons. In the first place there are only a few printing establishments in the State that can do certain types of work and recently several of these have refused State jobs. In the second place those printers who will do State work have been heavily loaded with both State and private work and are therefore unable to make prompt deliveries. In addition these concerns are having manpower and paper troubles. Trained people for certain types of printing work are hard to get, it is learned, and it takes a year or more to train a person for these specialized jobs.

On the other hand, a private individual or firm may be able to get a printing job quicker, because he is neither bound by State contract prices nor limited to printers who will accept State work.

The above explanation is made in view of the recent criticism from a few superintendents that they had been unable to secure certain State forms.

Supt. Erwin Prepares Article On School Attendance For the Press

An article on "School Attendance" appeared in a number of State publications for September 23. The article was prepared at the request of A. Laurance Aydtlett, who has charge of the Information Service of the State Board of Public Welfare.

In this article Superintendent Erwin stated that "North Carolina's program of elementary education for all its youth cannot be effective without an adequate program of regular school attendance of children during the nine months' school term."

"When the first compulsory school attendance law was passed in 1907," he stated further, "the required term of school was only sixteen weeks, attendance being compulsory only after the people voted for it."

"The length of school term has been greatly extended, however, until now every child has the opportunity of attending a school having a nine months' term. The compulsory school attendance law, too, has been improved and finally extended to fifteen years for 1945-46 and to sixteen years for 1946-47 and thereafter."

"North Carolina," Superintendent Erwin further pointed out, "is the only State in the nation that has a school system of 12 grades operating for nine months of the year almost entirely at the expense of the State Government. Annually its fleet of 4,815 school buses carries approximately 333,800 children 15,600,600 miles during the school term from points near their homes to the consolidated schools. The State's educational system including its transportation facilities now represents an investment of \$129,000,000 in buildings, equipment and vehicles, and is operated at a cost of approximately \$50,000,000 a year."

"To get the fullest return from this investment and this operation cost, all children of the State between the ages of six and 21 who have not completed high school should take advantage of the full school term."

Musical Pageant Available From the State War Finance Office

Script for a musical pageant, "A New Birth of Freedom" is available to teachers from the State War Finance Office, Treasury Department, Greensboro, or from the Education Section, War Finance Division, Treasury Department, Washington 25, D. C.

This pageant presents a graphic description of the active part schools played in war activities and the necessity for continued participation in post-war objectives. The material is adaptable to many types of presentations. All sizes of schools will be able to use it, since the cast is flexible enough to be expanded or contracted as is necessary.

Monthly Leaflet Lists Southern Books

High schools will be interested in *The Southern Packet*, a monthly miscellany of southern books and ideas, which made its appearance in June of this year. The four-page leaflet reviews and annotates books, old and new, written about the South or by southern authors. It is published by The Stephens Press, 48 Walnut Street, Asheville, N. C., at 50 cents a year or three years for \$1.00. A sample copy will be sent on request. The Stephens Press will handle orders for the purchase of any books listed in *The Southern Packet*. This service will be welcomed by those who have experienced difficulty in procuring some books by and about the South.

Child Feeding Program Contributes Indirectly To Health Instruction

The Child Feeding Program does not contribute directly but rather indirectly to school health instruction, it was pointed out in a statement recently prepared for the Division of Instructional Service in its effort to tabulate the aid given to health instruction by the several administrative divisions of the State Department of Public Instruction.

"It is our responsibility," the statement with regard to the Child Feeding Program reads, "to see that the school lunch program provides a well-balanced, attractive meal prepared and served properly in sanitary surroundings, and that it also provides a laboratory in which children may be taught to recognize good and nutritious food as well as to practice good eating habits and good table manners."

"We have been endeavoring to see," the statement continues: "1. That the lunch served is well-balanced and attractive, and that it meets the requirements of good nutrition as taught in the classroom and as suggested in the requirements for lunches by the War Food Administration. 2. That the food is prepared under sanitary conditions as taught in the classroom and also as set forth by the State Board of Health. Sanitation applies to both the worker and the lunchroom itself. 3. That the students have the opportunity of seeing and eating well-prepared, nutritious food in the proper combination for good lunches. 4. That good eating habits and lunchroom courtesy as taught in the classroom are practiced in the lunchroom. 5. That the lunchroom manager and workers understand the requirements of a good lunch and that the requirements for a good lunch as set forth by the War Food Administration are followed. 6. That the manager and workers understand the sanitary requirements as set forth by the State Board of Health, and that the school co-operates with the local sanitarian in equipping and operating the lunchroom."

Former School Head Suggests Objectives for Education

■ S. G. Hawfield, formerly superintendent of the Cabarrus County schools, and now superintendent of the Stonewall Jackson Manual Training and Industrial School, Concord, has an article in *The Uplift*, weekly publication of that institution of which he is editor, in which he suggests the following objectives for education in North Carolina:

1. "There is still urgent need in North Carolina for higher salaries for teachers." Hawfield says, "The teachers in this class (those who do the most efficient classroom work) should receive salaries between \$2,500 and \$3,000."

"2. 'There is urgent need in North Carolina for an expanded program of buildings and permanent improvements for both white and colored. . . . The goal of the State should be to provide fair opportunities for every boy and girl in the State.'"

3. "There should be a vigorous campaign . . . for an improved health and physical education program in the public schools of North Carolina. . . . The health and physical education programs in the State should be much more realistic, and this will involve a vast increase in trained personnel for handling this phase of the work."

4. "The NCEA and all allied agencies should recognize the urgent need for making more adequate provisions for meeting the needs of individual boys and girls in the public schools."

5. "In the new era in education it is evident that the elementary school must provide more adequately for training in the fine arts and in the practical arts."

6. "It should be evident to everyone that the schools of North Carolina will be called upon, through the social science courses, to prepare boys and girls for a fuller understanding of the world problems of today."

"Finally," Superintendent Hawfield said, "there is a crying need for adequate and trained supervision and professional leadership in all the administrative units of the State. . . . Many teachers have gone out from teacher-training institutions with a steadfast purpose of doing a superior type of teaching, and have soon found themselves disillusioned and discouraged because there has been no one to match their vision and their training. This is one of the real tragedies in education in North Carolina."

Library Field Worker Is Appointed for Southern Association Schools

The Library Committee of the Southern Association of Colleges and Secondary Schools has recently announced the appointment of Nancy E. Hoyle as Field Worker to co-operate with educational agencies and organizations for the development and improvement of libraries and library service in the Southern Association.

Miss Hoyle is admirably equipped both personally and professionally for this job, it is stated. She has a Bachelor of Arts degree with a major in

library science from the College of William and Mary, and a Master in Library Science degree from Columbia University. She served as a public high school librarian before she was appointed Assistant Supervisor of Public High School Libraries of Virginia in November, 1934. She taught Library Science in the Summer School at the College of William and Mary for several sessions.

For the most part her work among Southern Association Schools will be with the following groups: State school library supervisors and directors, directors and teachers in Library Science Departments, State departments of education which do not have library supervisors at the present time, and school librarians.

The Library Committee, which made the appointment, is composed of the following: J. Henry Highsmith, State Department of Public Instruction, Raleigh, N. C., Chairman; Wm. Henry Shaw, Supt. of Schools, Columbus, Ga.; Mrs. Frances L. Spain, Winthrop College, Rock Hill, S. C.; W. L. Spencer, State Department of Education, Montgomery, Ala.; C. H. Stone, Mercer University, Macon, Ga.; and R. R. Vance, State Department of Education, Nashville, Tenn.

Book Week Celebrated

Book Week is to be celebrated during the week of November 11-19 with the challenging theme "United Through Books." Schools are urged to make this celebration a gala one. Exhibits of books, displays of book jackets, and programs related to books and reading can do much to stimulate reading. A folder of suggestions is available free and a poster in full color is available for 25 cents from Book Week Headquarters, 62 West 45th Street, New York 19, N. Y. May Lamberton Becker expressed the real meaning of the Book Week theme when she said, "We have had many watchwords for Book Week, none without purpose and value, but in that of this year something unfolds, meaning beyond meaning, far into the future: United Through Books. It moves from the heart out, and expands as life does. Unity in a family that reads together; in a community that takes pride in its public libraries and bookshops; in a nation that respects and honors the printed word, guards its freedom and recognizes the responsibilities this freedom entails. Beyond all this, through all this, begins to dawn the vision of that greater unity possible through books—unity, the world over, among men of good will."

School Library Pamphlet Is Reviewed

School Libraries for Today and Tomorrow—Functions and Standards, prepared by the Committee on Post-War Planning of the American Library Association and the American Association of School Librarians, with many consultants among school administrators, teachers, and librarians, has been published by the American Library Association. The North Carolina School Library Adviser, Mrs. Mary P. Douglas served as chairman of the committee which prepared the bulletin.

This 43-page pamphlet presents qualitative and quantitative analyses of the broad areas of school library service, with recommendations for their improvement and expansion. The areas presented are: Service to pupils and teachers; standards of personnel; book collection and other library resources; housing; administration, supervision, and extension. *School Libraries for Today and Tomorrow* is available from the American Library Association, 520 North Michigan Avenue, Chicago 11, Illinois, at \$1.00 a copy.

School libraries are shown to be equally as important for elementary schools as for high schools in both rural and urban areas. The committee recommends a budget of \$1.50 a pupil annually for books and other library materials; a full-time librarian for each 500 pupils through ages 6-19; a teacher-librarian within the school, or an itinerant professional librarian serving more than one school for schools of less than 200 pupils; library quarters to seat 15-20 per cent of enrollment in schools of 500 pupils; more than on reading-room in the large schools, each room to seat not more than 100 pupils.

President N. L. Engelhardt, American Association of School Administrators, writes in his Introduction to the *Standards* that he hopes they will be used in the evaluating of school library services by individual schools, by school systems, by state education departments, and by accrediting associations. He says: "They represent minimum essentials. . . . A poll (of the school superintendents of America) would, no doubt, show the need for expansion of library space . . . and the inclusion of new types of visual instructional materials. . . . They (the *Standards*) represent the most recent professional thinking and planning."

Former School Men Are Promoted

Three former school superintendents were among the faculty members of the University of North Carolina receiving promotion by the Board of Trustees in September. These men were J. M. Gwynn and H. F. Munch, both of whom were at one time Superintendent of the Chapel Hill Schools, and E. H. Hartsell, formerly Superintendent of the Elizabeth City Schools. The first two named were promoted to full professorships of education, whereas the latter became an Associate Professor of English.

Congressman Folger Introduces Bill to Discharge Persons 21 Years Old From Armed Services

Congressman John H. Folger, who is representative from the Fifth District of North Carolina, has introduced a bill at this session of Congress which provides for the discharge from the armed services (1) of persons under the age of 21 years, (2) of married persons with one or more children, or (3) of those who are 35 years of age. The bill also provides that no person under 21 years of age shall be required to register for service under the Selective Service Act.

According to Congressman Folger, his chief reason for asking both for release and for discontinuing the drafting of those persons under 21 years of age is to permit them to "take advantage of an opportunity to secure an education." . . . "Surely," he stated in a recent letter to State Superintendent Erwin, "we shall not forget that we are taking them at that time of life which we may well consider as the period of preparation for a larger efficiency. This makes education necessary and, in my judgment, compels us to a serious realization that we are doing a dangerous thing to keep or turn these boys into service, which will probably deny them an opportunity for better education. Not only are the families and the boys, themselves, to be considered, but the public welfare."

In his speech before Congress in favor of the bill, Congressman Folger said, "We want a nation of educated men and women. If there is to be thrown at us any dereliction in the years to come it is that one of our greatest failures was the failure to furnish greater opportunity, greater opportunity in this life to start out with a chance when they reach that age which we have demonstrated by law as an age of manhood, 21 years of age, with an education upon which to build that life in whatever vocation they may choose and not be forced to be unprepared."

Census of Physically Handicapped to Be Made

As the basis for starting a State program for the education of the physically handicapped, the teachers of the public schools have been asked by State Superintendent Clyde A. Erwin in a recent letter to county and city superintendents to aid in the taking of a census of the physically handicapped of the State. Blanks upon which this census will be made were sent to the superintendents for distribution to teachers and principals, both white and Negro. They are to be filled out and returned to L. H. Jobe, State Department of Public Instruction. These data, when assembled, will also be helpful to such organizations as the N. C. League for Crippled Children in their efforts to improve the welfare of the handicapped children of the State.

Addition is Made to Vocational Staff

Mrs. Will Frances Sanders has been added to the Home Economics Education staff as an assistant State supervisor with the special responsibility as State Club Adviser to the Future Homemakers of America, it was recently announced by T. E. Browne, Director of the Division of Vocational Education, State Department of Public Instruction.

Mrs. Sanders is a native of Tennessee. She completed her high school work at Pinehurst, N. C., and holds a B.S. degree from the State Teachers College, Murfreesboro, Tenn., and is doing graduate work at Peabody College. She is well known in this State for her outstanding contribution to education.

The homemaking departments in the following counties will be under her supervision: Alamance, Caswell, Chatham, Person, Orange, Johnston and Sampson.

Cash Prizes for Essays Are Offered

High school students of the State are offered the opportunity to win cash prizes totaling \$2,000, with \$1,000 as first award, in the 1945-46 nationwide essay contest being conducted by the Ladies Auxiliary to the Veterans of Foreign Wars of the United States. All essays must be written on the theme of "What Can I Do for My Country?" according to the State Superintendent of Public Instruction, Clyde A. Erwin. The length of these essays must not exceed 1,000 words.

This eleventh annual essay contest is open to all boys and girls regularly enrolled in any public or private high school. Pre-entry and postgraduate students may not compete.

The essays submitted may be written as class assignments or as personal projects. Preliminary contests in each local community must be concluded in time to permit selection of the winning essays by April 1, 1946. The winning essays in local competition will be forwarded by the local auxiliary essay chairman to the State essay contest chairman, who in turn, will submit the essays to the judging committee appointed by the State officials of the Ladies Auxiliary.

Medals will be awarded to local and State winners. The essay which wins first prize in the State will be forwarded to the national contest committee to compete for the \$2,000 in cash awards being offered by the national organization. Winners in the national contest will be announced at the 1946 National Encampment of the Veterans of Foreign Wars of the U. S.

Teachers or students desiring further information in reference to the rules of this contest may obtain a rules folder from various sources. Local V. F. W. Auxiliary leaders are prepared to distribute copies of these folders or complete details may be obtained by writing to National Headquarters, Ladies Auxiliary, Veterans of Foreign Wars of the U. S., 406 West 34th Street, Kansas City 2, Mo.

Laws, Rulings and Opinions

Liability of Board of Trustees For Injury on Grounds After Expiration of Term

In reply to inquiry: In your letter of May 18, 1945, you state that the Board of Trustees of _____ Graded Schools intends to grant the use of the school athletic field, basketball court and showers to the sponsors of a recreational program which will extend during the summer. It is thought that local civic clubs will be the sponsors and will furnish a full-time supervisor and director. It is also anticipated that the participating children in the program will have written consent from parents or guardians.

You inquire if an accident or injury to any person occurred in the administration of this program, would there be any liability on the part of the Board of Trustees for damages?

It is provided in Section 115-95 of the General Statutes that the Board of Trustees shall encourage the use of school buildings for meetings that may be beneficial to the members of the community and that the Board of Trustees may promulgate rules for the use of school buildings for other than school purposes. The State Board of Education has joint power in promulgating these rules. I think that if you promulgate rules for the use of the grounds, showers in the building, etc., and if you have specific authority from the State Board of Education, that you would then have the right to enter into a contract or lease with these sponsors for this program. I would advise, however, that you have the approval of the State Board of Education, that you enter into a specific written lease or agreement with the sponsors, and that in this agreement you protect the Board of Trustees by requiring the sponsors to assume all liability and be responsible for anything that might happen, connected with the use of the playgrounds and the showers in the building. If you lay the proper foundation for the exercise of this authority, then I do not think there will be any liability on the part of the Board of Trustees in case of an accident or injury to any of the children which occurred in or on the school property or grounds.

If you exercise the proper authority and proceed in the proper way, then I think you bring yourselves within the rule of law that an agency of the government or sovereign power cannot be sued for damages because of some negligence or tort which occurs in the course of the exercise of this authority. In the case of *Benton v. Board of Education*, 201 N. C. 653, this question was considered and the Court approved the doctrine or interpretation set forth in the case of *Scales v. Winston-Salem*, 189 N. C. 469, and after citing this case the Court said:

"Negligence cannot be imputed to the sovereign, and for this reason, in the absence of statute, no private action

for tort can be maintained against the State. It follows that such action will not lie against a municipal corporation for damages resulting from the exercise of governmental functions as an agency of the sovereign power.' The Board of Education of Cumberland is not a municipal corporation. It is, however, a governmental agency, created by statute, for the purpose of performing governmental functions. No action can, therefore, be maintained against said board to recover damages for a tort, alleged to have been committed by said board in the performance of its statutory duties."

I am of the opinion that the above quoted principle of law is applicable also to a city board of education and for these reasons there will be no liability on the part of said city board. Your attention, however, is called to the case of *Betts v. Jones*, 203 N. C. 590 (208 N. C. 410), in which our Court held that a public officer is not ordinarily personally liable in the exercise of discretion and judgment within the scope of his authority, but he may be personally liable if he acts in such matters corruptly or maliciously. Where, in an action against the individual members of the school board it is alleged that such members in the selection of the driver of the school bus acted wilfully, wrongfully, maliciously and corruptly, a demurrer to the complaint is properly overruled.

In view of all the circumstances, I suggest that you lease the grounds to the sponsors for a nominal consideration or whatever consideration you require, and that you require the sponsors to give notice to the parents and guardians of children that the sponsors assume all responsibility for the care of the children in the administration of the program, and that the Board of Trustees is assuming no authority or liability in the matter.—Attorney General, May 22, 1945.

County Superintendent Serving As City Administrative Unit Superintendent

In reply to inquiry: I acknowledge receipt of your letter in which you inquire as to whether or not the county superintendent of public instruction may likewise serve as superintendent of a city administrative unit within the county.

This office has not had occasion to pass upon this question and I know of no statute or case which satisfactorily answers it. It seems to me that it would depend very largely upon the facts and circumstances of each particular case. I understand that the State school authorities have in several cases authorized county superintendents to serve as superintendents of city administrative units within their respective counties and that the practice has been followed for several years.—Attorney General, May 17, 1945.

Orphanages as Part of Public School System; Jurisdiction Of County Superintendent; Rights of Teachers in Orphanages

In reply to inquiry: In your letter of May 1, 1945, you refer to the _____

Orphanage school system and state that the teachers are employed by the orphanage and are approved by the State system. The teachers are paid out of the school funds and such system is an integral part of the public school system of the State and is within the scope of the laws dealing with the county school system. You state that the superintendent of the county board of education would like to know if he has any duties or responsibilities in connection with the operation of this school similar to his duties and responsibilities in connection with the general county school system outside of the orphanage. You further state that your primary reason for asking these questions is that recently a school teacher was dismissed and she attempted to appeal to the county board or to the county superintendent.

I am informed by the Superintendent of Public Instruction of the State that, generally speaking, where agreements are entered into with orphanages as outlined in your letter, they do become a part of the public school system of the State and the teachers are paid out of the school funds. I am further informed that the State Board of Education in making its allotment of teachers as provided by the statute, makes the necessary allotment based upon the fact that these types of schools are within the public school system. I see no reason why the State Board of Education and the county school authorities, within the scope of their general powers, cannot enter into agreements whereby schools conducted in orphanages shall be a part of the public school system and shall be subject to the same rights and duties as provided for other schools. This being true, I am of the opinion that, so far as teachers are concerned, and especially in the case stated, where such teachers are paid from the public school funds, they are entitled to all the rights and privileges of any other public school teacher and in case of dismissal or proceedings for that purpose, such teacher would have all the rights of appeal as now provided by the law. Section 115-143 of the General Statutes provides the method of dismissal of public school teachers in this State, and gives to such teachers the opportunity to appear before the committee or board of trustees of the district or unit in which the teacher is teaching, and have a full and fair hearing. If the committee or board of trustees dismisses the teacher, such teacher has the right to appeal to the county board of education or to the courts. I see no reason why

(Continued on page sixteen)

FROM THE PRESS

5 Years Ago

(Public School Bulletin, November, 1940)

The Cool Springs High School in Iredell County carried away first prize in the educational exhibits at this year's State Fair.

Twelve new vocational agricultural departments have been established in North Carolina this fall, making a total of four hundred fifteen departments in the State, it was recently announced by Roe H. Thomas, State Supervisor of Vocational Agriculture of the State Department of Public Instruction.

The "Know Your State Government" series of radio programs sponsored by the State Department of Public Instruction is being broadcast each Monday from 2:30 to 3:00 p.m. over Station WPTF, Raleigh.

Mr. Charles E. Spencer, for the past two years Adviser of Physical and Health Education, has been granted a year's leave of absence to attend the University of North Carolina, Chapel Hill.

On October 7 Mr. Q. E. Mathis succeeded Mr. Walter E. Keyes, resigned, as Assistant Supervisor of Trade and Industrial Education.

The recently appointed Elementary Textbook Commission met in the office of State Superintendent Erwin on September 20, took the oath of office, and organized with Supt. H. B. Marrow as chairman, and Miss Virginia Kirkpatrick as secretary.

15 Years Ago

(State School Facts, November, 1930)

During the school year 1928-29, July 1, 1928 to June 30, 1929, a total of \$35,941,318.70 was expended for public school purposes. This amount is divided according to current and capital outlay expense as follows: current expense, \$27,961,531.85; capital outlay, \$7,929,786.85.

The total expenditure of \$35,941,318.70 for 1928-29 is just \$285,878.00 more than the amount expended for the same purposes during the preceding year, and \$760,182.66 less than was spent in 1926-27, when due to a \$11,135,526.63 capital outlay expenditure the amount of total expenditures soared to \$36,701,501.36 and set a State record in this respect.

20 Years Ago

(State School Facts, November, 1925)

The average monthly salary paid in all white high schools of the State was \$155.77 in 1924-25.

The cost of instruction in all elementary schools of the State in 1923-24 was 18.1 cents per child per day, while in 1924-25 it was 18.2 cents.

Rural white elementary teachers' salaries, upon an average, increased from \$83.27 monthly in 1922-23 to \$87.03 in 1924-25.

... figures for the city elementary white teachers shows that their salaries increased from \$121.54 per month in 1922-23 to \$127.37 in 1924-25.

The daily cost of instructing each pupil (grades 8-11) in average daily attendance was 41.8 cents.

Prevent TB



Buy Christmas Seals

LAWS, RULINGS AND OPINIONS

(Continued from page fifteen)

the powers and duties of the county superintendent as generally provided by law do not apply equally to the orphanage situation, except as may be to some extent limited by agreement of operation—that is, as to general duties. Certainly, the county superintendent has jurisdiction with regard to all his duties as set forth in Article 13 of Chapter 115 of the General Statutes dealing with his duties as to committeemen, teachers and principals.—Attorney General, May 11, 1945.

Merit System Commission Meets November 3rd

There will be a meeting of the Commission to Study a System of Merit Rating for Payment of Teachers on November 3rd in the assembly room of the Education Building, Raleigh, it was recently announced by James E. Hillman, Secretary of the Commission, who made the announcement at the request of the Chairman, John W. Umstead of Chapel Hill. Other members of the Commission, which was appointed early this summer by Governor Cherry, in accordance with House Resolution No. 158 of the General Assembly of 1945, are Carl W. McCartha of Woman's College, Dr. A. M. Proctor of Duke University, Representative J. Carlyle Rutledge of Cabarrus County, Mrs. Inez Hinnant of Wilmington, and Supt. J. H. Rose of Greenville.

This initial meeting of the Commission is for the purpose of determining what the problems are and how they should be attacked. According to the resolution the Commission is authorized to "fully investigate and report to the next General Assembly their (its) findings as to the methods by which the compensation of teachers in the public schools of the State may be based upon merit and the individual capacity of the respective teachers, to the end that such capacity and ability may be recognized and compensation provided therefor in the salaries paid such teachers of the State." It is to make its report on or before October, 1946.

FROM THE PAST

Albemarle. C. B. Smith and Buddy Lowder represented the Student Council at the nineteenth annual session of the North Carolina State Student Council Congress at New Hanover High School in Wilmington, October 11, 12.

✦

Asheville. O. L. Norment, principal of Claxton School, discussed the new Federal lunchroom plan to go into effect today (Sept. 20) at the school, the purchase of a motion picture machine for use in the visual aid education project, and the purchase of a large number of books for the school library, at a meeting of the parent-teacher association at the school Tuesday.

✦

Rutherford. Beginning next week (Sept. 24) Central High School (Forest City) cannery will be open to the public only on Thursday and will continue to operate through December on this schedule.

✦

Greene. On Thursday, September 13, Dr. J. Henry Highsmith and Miss Julia Wetherington of the State Department of Public Instruction met with the white principals and teachers of Greene County in the Snow Hill School Library and assisted them in the organization of a number of proposed workshops for the county schools.

✦

Henderson. Between 160 and 175 students at Henderson High School are being served meals in the school cafeteria, managed by Mrs. G. W. McBrown, and sponsored by the child feeding program of the State Department of Public Instruction, S. M. Crowder, principal, reported today (Sept. 25).

✦

Kannapolis. Cabarrus County's truant officer, Mrs. Aramanda Miller, stated today (Sept. 25) that she had completed a two-week checkup of the school attendance situation in Kannapolis, investigating both those who are out of school when they should be in class and those who are in the first grade when they should be home with mother.

✦

Ashe. According to an announcement made this week by B. H. Duncan there are now 16 schools in the county operating approved lunchrooms.

✦

Rowan. Dr. James S. Tippet, textbook writer and school methods expert, will conduct four workshop conferences in Rowan County on October 10 and 11, according to an announcement by Charles C. Erwin, county superintendent of Rowan schools.

✦

Durham. Durham County schools will on November 14 begin a weekly series of radio programs designed to present to the public an interpretation of work in the schools, it was announced yesterday (Sept. 3) by Supt. W. M. Jenkins.



Andrews Returns to Department

Ralph J. Andrews, formerly co-ordinator of the High School Victory Corps Program until October 10, 1944, when he resigned to accept a captaincy in the Medical Administrative Corps of the U. S. Armed Forces, has returned to the State Department of Public Instruction to become consultant in the School-Community Health Service Project, which is being financed under the provisions of a grant made to the State by the W. K. Kellogg Foundation, it was recently announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, under whose direction Mr. Andrews will work. Mr. Andrews succeeds Mrs. Albertine McKellar, who came with the Department in September, 1944, and who recently resigned to enter other work.

According to the announcement Mr. Andrews will promote the Health Service project by conducting workshops in health education. Superintendents desiring health workshops conducted in their administrative units were requested by Dr. Highsmith to let him know.

1945 School Laws Printed

The laws concerning public education enacted by the General Assembly of 1945 have been distributed to all school superintendents by State Superintendent of Public Instruction Clyde A. Erwin in compliance with Resolution No. 50 which required that these laws be printed by the Secretary of State and delivered to the Superintendent for distribution.

The 60-page bulletin includes the School Machinery Act as amended, the Fiscal Control Act, the new textbook law, the act creating a State Recreation Commission, and other laws relating directly to the public schools.

Persons desiring a copy of this bulletin should make request to L. H. Jobe, Director of Publications, State Department of Public Instruction, Raleigh.

Supt. Erwin Attends National Meetings

State Supt. Clyde A. Erwin attended a joint meeting of the executive and legislative committees of the National Council of Chief State School Officers at Chicago, October 14-17. Superintendent Erwin is chairman of the legislative committee and a member of the executive committee.

From Chicago Superintendent Erwin went to Baltimore, Md., where he attended a conference of county superintendents of Maryland.

10,000,000 Quarts of Food Processed in School Canneries

■ More than 10,000,000 quarts of food were processed in the school community canneries by the 78,588 enrollees in the course, "Production, Conservation and Processing of Food for Family use," during the three years the course has been provided to all out-of-school people over 17 years of age under the Rural War Production Training Program provided by act of Congress, it is disclosed by A. L. Teachey, who has had charge of the North Carolina program which has been operated by the Division of Vocational Education of the State Department of Public Instruction. By years the enrollment and quarts of food processed were:

| Year | Enrolled | Quarts |
|--------------|---------------|-------------------|
| 1942-43 | 15,390 | 982,200 |
| 1943-44 | 30,132 | 3,267,162 |
| 1944-45 | 33,066 | 5,886,400 |
| TOTAL | 78,588 | 10,135,762 |

According to Mr. Teachey, 256 school community canneries were established under this program, and a total of \$180,785 was spent in equipping these canneries.

Another one of the popular courses provided under the FPWT Program, Mr. Teachey stated, was the course in the care, repair, operation and construction of farm machinery and equipment. Under this program, which was also carried on for three years, a total of

95,806 persons were enrolled. These enrollees repaired and constructed 381,091 pieces of equipment in the school shops during this training period. The year-by-year statistics are as follows:

| Year | Enrolled | No. Pieces of Equipment Repaired and Constructed |
|--------------|---------------|--|
| 1942-43 | 25,984 | 98,742 |
| 1943-44 | 35,712 | 141,715 |
| 1944-45 | 34,110 | 140,637 |
| TOTAL | 95,806 | 381,091 |

The program was started in 1941 as the National Defense Training Program to give mechanical training to out-of-school youth 17 to 25 years of age. Courses were offered in about 25 different subjects. In order to enlarge the school shops to take care of the additional enrollment a total of \$654,018 was used for the purchase of additional equipment.

Statewide Crops Contest To Be Held in Lumberton

The annual Statewide crops contest for Future Farmers of America, sponsored by the North Carolina Crop Improvement Association, will be held in Lumberton, Wednesday, January 30th. The first and second high-scoring teams from each of the 40 FFA federations are eligible to participate.

INTERESTING ARTICLES IN THIS ISSUE

| | Page |
|--|------|
| 10,000 Quarts of Food Processed in School Canneries..... | 1 |
| Compulsory Military Training—Editorial | 3 |
| Teachers Use Workshop for Improving Instruction..... | 7 |
| National Contest List for Schools Is Approved..... | 11 |
| Discipline on School Buses..... | 15 |

United Nations Study Kits Available

Study kits and discussion guides for use of teachers and discussion leaders on the United Nations may now be procured from the United Nations Information Office, 610 Fifth Ave., New York 20, N. Y., it is announced by Donald R. Tobey of that organization. These kits, prepared in co-operation with the United States Office of Education, are in two sets, as follows:

Study Kit No. 1

1. United Nations: Today and Tomorrow. 48 pages10c
2. United Nations: Peoples and Countries. 68 pages10c
3. Study Guide and Activities10c
4. Twenty-three poster charts—the people, their work, their countries.....\$2.00

SPECIAL PRICE—Complete Kit\$2.25

Study Kit No. 2

1. United Nations Conference at San Francisco. 40 pages.....25c
2. Charter of the United Nations.....10c
3. Towards a World of Plenty. The Food and Agriculture Organization. 24 pages10c
4. Towards Freedom in the Air. The Civil Aviation Conference. 32 pages.....10c
5. Money and the Postwar World. The Monetary and Financial Conference. 32 pages.....10c
6. Helping the People to Help Themselves. The story of Unrra. 18 pages.....10c
7. Reading Lists. Aids10c

SPECIAL PRICE—Complete Kit.....60c

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STATE OF NORTH CAROLINA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

December 10, 1945.

*To Superintendents, Principals and Teachers,
Greetings:*

Now that the war has ended, movements are being initiated all over the nation to honor those who have gone out from the local communities to defend the American way of life. Memorials of various kinds are already being proposed.

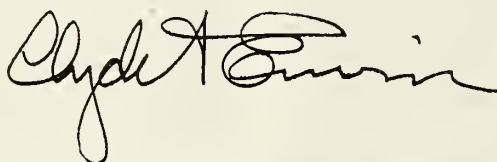
As State Superintendent of Public Instruction I heartily endorse the movement to honor our heroes with memorials that live. The day of erecting marble and stone monuments to the war dead is past. We should honor both the living and those who made the supreme sacrifice with something that will be useful and worth while.

Many schools will want to participate in the provision of memorials, either for a school project or for a community undertaking. I think the movement offers a splendid opportunity in either case. Most schools, I am sure, can find a number of ways by which war memorials can be made useful and living. But whatever is done careful plans need to be made first. Choose a committee. Choose a project best suited to the needs of the school and community. And plan wisely to serve the greatest number of people. Playgrounds, pools, athletic fields, gymnasiums, camp sites and shelters, sports buildings and fields, and rehabilitation centers are some of the things that could very well be taken as memorial projects.

The time to start is now. Take your ideas to your community officials. Enlist the support of community agencies. Write to the Commission of Community War Memorials for Physical Fitness, Washington 25, D. C., for ideas and suggestions.

I hope that the schools of North Carolina will participate in this movement—that teachers, principals and superintendents will lend it their support.

Very truly yours,



State Superintendent of Public Instruction.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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Editorial Comment

COMPULSORY MILITARY TRAINING

We are against the adoption of universal military training *at this time* because:

1. The main objective for the organization of a United Nations government was for the purpose of providing a means whereby permanent peace might be established. Compulsory military training by any one of the members of the United Nations group, it seems to us, is directly opposed to or in the way of obtaining this main objective. Granting that the United States as a separate nation should have a military establishment for the protection of the continental area as well as the bases which we have acquired, there is no question that the necessary number of persons cannot be recruited on a voluntary basis. Certainly, the indiscriminate compulsory recruitment of all boys is neither necessary nor wise. Even if such a course were necessary there is no guarantee that one year's training given now and continued to a supposedly third world war would be adequate at that time. As a matter of fact such training might well be worthless or even a handicap in the face of new developments through science in the field of military tactics. Furthermore, if the nations that are members of the United Nations Organization each provide for compulsory military training then what assurance is there that *one year* is sufficient time to provide necessary training. Would not there be, and logically, later efforts to extend the time limit to a period of more than a year or to provide for annual or biennial refresher training courses? It seems to us that a program of compulsory military training would simply let down the bars for building up this country into a great military or fascist regime.

2. Military training is directly opposed to a democratic way of life. Granting that military training is necessary for the successful prosecution of war, there is no reason why a segment of an entire population should be subjected to such discipline, where individual initiative is stifled. In some places, there is already too little opportunity for creative expression under our present democratic society. The disciplines imposed by the military way of life would wipe out this opportunity entirely, and tend to produce eventually in the minds of the leaders the idea that superiority of position sanctions superiority in all other respects, which would be followed by a caste system far greater than our present democratic society permits. A military training program which all males would be required to take would tend to turn our trend away from a *more* democratic society to a society based on fascist ideals. Discipline, it is granted, is needed. But there is a wide difference be-

tween the self-discipline which the schools are trying to give the youth of the land than in the imposed discipline that characterizes a military organization. The former method compels obedience by desire on the part of the trainee, whereas the latter compels obedience without question. "Theirs is not to question why. Theirs is simply to do or die."

This question of compulsory military training is very fundamental to our whole way of life. It strikes at the foundation of the public school program. It will take the child at his more mature age and give him an entirely different concept of life. If the new philosophy is successful then we stand a good chance of eventually losing our democracy and becoming a nation where the people will exist for the state rather than a land where the state exists for the people.

We are, therefore, opposed to any compulsory military training program at this time—not until we have made a greater effort to establish a permanent peace. On the other hand, if we as a nation are convinced or have the knowledge that there are other nations or another nation that expects at some future time to attack this country, then we will support a preparedness program. It is true that we were not prepared at the beginning of the last war, and we should have been. But today we face an entirely different situation. All nations should begin now to work for peaceful ways for settling disputes and differences that arise. All other efforts should be exhausted before the means of force are used. The public schools as a democratic organization should support the democratic way of life. Shall our teachings come to naught by the inauguration of any *compulsory* military training program?

SCHOOL CONSOLIDATION

The State School Facts section for this month presents tables showing the number of elementary schools in the State according to the number of teachers employed. One of the most significant facts shown is the rapid decrease in the smaller type schools and an increase in the number of larger schools.

As a general rule the instruction offered in the larger size schools is much better than can be given in small schools. This being true, the trends in school size are in the right direction. Now, that the war is ended and building restrictions are being lifted there will no doubt be further elimination of small schools. As these figures show, there is a need of further consolidation, especially among Negro schools. Any plans for new construction should take this factor into consideration. Some of the units, it is true, have completed their consolidation programs; but others, as the table indicates, have done very little toward providing schools of a size that will permit the offering of

a standard elementary school education on a high level of efficiency.

In order to more nearly equalize the educational opportunities for all the children of the State and to attract an equally trained teacher, we must first establish a standard teaching unit where the learning situation will be satisfactory from every point of view. This can hardly be done where there are a small number of teachers who have to perform instructional services for more than one grade. And it is for this reason that the larger type school, where a teacher per grade is employed, is advocated.

CHRISTMAS SEALS

Prevent TB



Buy

Christmas Seals

The little Christmas Seal, annually placed on sale by the National Tuberculosis Association and sold through the various State and local organizations has come to mean a lot in the lives of many boys and girls. It is largely through the sale of these little bits of paper that the various organizations for the prevention and eradication of tuberculosis is carried on. The seals do not cost much, a penny each; but all these pennies together add up to a sum sufficient to carry on a program of education upon the basis of which tuberculosis is to a very large extent controlled.

The schools will again be asked to participate in the sale of these Christmas Seals. And since schools are interested both in individual and community health problems, this is one campaign that can be made a vital part of the school program. The sale of these seals brings the question of tuberculosis before the child in a very forceful yet in a fine and pleasing manner. We believe the schools will be glad to co-operate with those having charge of the sale of these seals; and the matter should be handled in a democratic way with sales made on a voluntary basis.

Bailey School Makes Good Attendance Record

By way of the *Bailey Bugle*, the school paper issued by the Bailey High School of Nash County, it is learned that the attendance of all students, grades 1-11, at that school during the month of September reached 96 per cent. According to the *Bugle*, "there were two outstanding reasons for this exceptional record. The first was the fact that there was so much rain that students could do very little work out of doors and the second was the fact that the cotton crop is practically nonexistent in the district this year."

We congratulate Bailey.

Local Boards Decide Purposes for Which School Buildings May Be Used, Erwin Says

■ School buildings and grounds may be used for any community purpose that may be beneficial to the patrons of the community, Supt. Clyde A. Erwin recently stated in reply to an inquiry as to whether school property could be used for recreational purposes. Superintendent Erwin further stated, however, that the use of school buildings for other than school purposes is a matter entirely under the jurisdiction of the local boards of education. "Expenses incurred as a result of the use of buildings and grounds for other than distinctly school purposes," he said, "is a responsibility of county and city administrative units."

Two sections of the law were given by Superintendent Erwin as his basis for his opinion on this question:

First, Section 115-95, which reads as follows: "It shall be the duty of the county boards of education, as to county administrative units, and the boards of trustees, as to city administrative units, to encourage the use of the school buildings for civic or community meetings of all kinds that may be beneficial to the members of the community. The State Board of Education, and the county boards of education for county administrative units and boards of trustees for city administrative units, shall have power and authority to promulgate rules by which school buildings may be used for other than school purposes."

Second, a part of Section 115-356, which is as follows: "The State Board of Education shall effect all economies possible in providing State funds for the objects of general control, operation of plant, and auxiliary agencies, and after such action shall have authority to increase or decrease on a uniform percentage basis the salary schedule of teachers, principals and superintendents in order that the appropriation of State funds for the public schools may insure their operation for the length of term provided in this subchapter: *Provided, however*, that the State Board of Education and county boards of education for county administrative units and boards of trustees for city administrative units, shall have power and authority to promulgate rules by which school buildings may be used for other purposes."

Future Homemakers of America Hold Conference On Leadership

The first North Carolina Leadership Conference of the Future Homemakers of America was held at Woman's College in Greensboro from July 16-19.

The purpose of this conference was to train the State officers, the club members and their advisers for more effective work as participants in the National Organization of High School Homemaking Students.

Such topics as the *Duties of Club Officers*, the *Characteristics of Good Club Advisers*, *Recreation*, *Parliamentary Procedures*, the *Promotion of the Organization*, and the *Program of Work* were studied.

What Makes a Good School?

An attractive building and modern equipment and books all help to make a good school. But a community can have everything else that money can buy for a school and it will not have a good school unless it has good teachers. No school is any better than its teachers.

Perhaps your child has a good teacher—well prepared, constantly learning more about teaching, a wholesome personality . . . a teacher who is supplied with excellent books and motion picture and radio equipment . . . a teacher whose classes are small enough so that each pupil can be treated as an individual . . . a teacher who is paid a salary which makes it possible to live comfortably, to continue to study, to travel, and to do other things which enrich personality. If so, you are a fortunate parent.

Every Literate Mexican To Be a Teacher

Mexico, with an estimated illiteracy rate which ranges from approximately 46 per cent for the nation as a whole to as much as 65 per cent in certain states, has launched a mass attack on illiteracy. The campaign began officially early this year when each literate Mexican between the ages of 18 and 60 was asked to impart his knowledge of reading and writing to at least one illiterate countryman. It will end one year later, being followed by a three-months survey of results which will be of aid in planning future campaigns of a similar nature.

The most recent census, taken in 1940, shows that only 6,809,241 inhabitants in a total population of 19,563,552 are capable of reading and writing Spanish. Of the remaining population, 8,956,812 persons over the age of six are unable to read or write the national idiom, and more than 1,237,000 Mexicans of Indian origin lack even a speaking knowledge of the language. Official estimates place the national illiteracy rate at 45.57 per cent, but *Manana*, a leading Mexican magazine, asserts that almost 57 per cent of the population may be classified as illiterate.

To cope with this problem, the government has prepared ten million copies of special instruction charts, which have been distributed to millions of amateur language teachers in every part of Mexico. It is believed that as many as 800,000 students will make sufficient progress during the first year of the program to qualify as literates under existing standards.

Announcement Made on Surplus Movie Films And Projectors

When the movie films and projectors used by the army, navy and other government agencies are no longer needed for war service, they will be made available at very low cost to schools unable to afford them at retail prices but having facilities and personnel to use them effectively, the Surplus Property Board announced recently. No distribution of movie equipment to educational institutions whose financial resources would permit them to buy from regular suppliers is contemplated, SPB said.

This program is in accordance with the Surplus Property Act, which authorized distribution of surplus goods for health and educational use on the basis of community need and public benefit. The United States Office of Education, Federal Security Agency, is the agency responsible for determining what communities have greatest need and best plans for use of surplus visual education equipment.

Both projectors and film prints will undoubtedly be declared surplus in small, continuous dribbles rather than in large lots, SPB said. Some films are held now by the office of Surplus Property of the Department of Commerce, disposal agency for all film equipment, but cannot be distributed until legal restrictions, such as copyright releases, are cleared. No 16 mm. projectors are held by the Department of Commerce at this time although some models are expected shortly.

SPB urged education officials and community leaders wishing to obtain visual education equipment to outline programs for the effective utilization of such equipment. Educational institutions will be requested in the near future to submit these plans to the proper State and Federal education authorities. These communities which can show, for example, that films and projectors will be circulated among schools, hospitals and cultural institutions in an area will have the better chance to obtain their needs than a single school that can make no commitment to share with neighbors.

Budget Forms Mailed to Superintendents

Budget forms upon which the operation of the schools for 1945-46 is based were mailed to the superintendents of the county and city units on November 8 from the State Department of Public Instruction. A letter of general suggestions and instructions as to how the several budget forms are to be prepared accompanied the forms. It was requested that the budget be filed as soon as practicable after the receipt of the forms. The information with regard to each teacher and principal employed as contained on these forms is used to establish the certificate-experience rating, which in turn determines the salary each teacher and principal will receive from State funds.

State Board Adopts Rules Governing Use of Jeanes Fund

At the meeting of the State Board of Education held September 7th the following rules governing the use of the Jeanes Fund were adopted:

"The State Board of Education will agree to the use of the Jeanes Fund in connection with the operation of the Negro schools in the State so long as the following conditions are complied with:

"1. The person designated as a Jeanes teacher shall be one of the regularly employed teachers in a county in a specific school.

"2. Such person so designated shall carry a full load, either as teacher or principal as the case may be, and receive from the State only such compensation as may be allotted by the Board for services as a teacher or principal.

"3. Such person may perform such other duties as may be determined upon by the county board of education before the opening of school, after the close of the school term and on Saturdays, provided that such duties shall interfere in no way with the regular duties of such person as teacher or as a principal.

"4. No part of the salary or expense of such work as may be determined upon in addition to the duties as teacher or principal shall in any way be considered an obligation of the State, nor shall it be paid out of State funds, but all such obligations shall be met in whole and fully from the Jeanes Fund or other donated funds.

"5. Upon the designation of its Jeanes teacher, the county board of education shall notify the State Board of Education giving the name of the person and the position held in a definite school.

"6. The time devoted by Jeanes teachers to visiting and helping rural schools and communities, shall be in direct proportion to that part of the total salary paid the teacher from funds derived from the Southern Education Foundation and other private and county sources."

These rules apply to between 20 and 25 Negro teachers who are paid from the State Nine Months School Fund and supplemented for their additional duties as Jeanes supervisors from the Jeanes Fund.

Board Votes to Pay Teachers Before Christmas

According to a vote of the State Board of Education at its November 7th meeting, teachers and principals will receive their December salary checks for the full month before the Christmas holidays, provided they have worked ten days or more during the month. This action of the Board was in line with a custom begun in 1943, when December salaries were authorized to be paid when the superintendent requested permission to pay December salaries before Christmas.

General Mecklenburg Compliments Charlotte Principal

General Mecklenburg, nom de plume writer for the *Charlotte Observer*, has written to Miss Daphne Ransom, principal of the Eastover School, Charlotte, in which he compliments her work in establishing a "Centers of Interest" program of extracurricular classes. The letter follows:

"MISS DAPHNE RANSOM,
Principal of Eastover School
DEAR MISS RANSOM:

The initiative and enterprise shown by you, the teachers, pupils and patrons of Eastover School in establishing the 'Centers of Interest' program of extracurricular classes should serve as an inspiration to other schools that feel that a lack of appropriations for instruction in the cultural values precludes the inclusion of such teaching in the school work. From a number of sources, both official and unofficial, I have heard highly complimentary comments on how this program has enriched the work at your school and improved the general morale of the pupils and patrons. You and your associates have set a fine example of resourcefulness to teachers, pupils and patrons everywhere.

GENERAL MECKLENBURG."

1940 Census Shows Small Per Cent of N. C. Adults Have Educational Advantages

The 1940 census shows that persons 25 years old and older residing in North Carolina have less education than the nation as a whole, and in certain groups less than the average for the 17 states and the District of Columbia which maintain separate schools for whites and Negroes.

According to this census the proportion of this part of the population of the State with four years of high school education was 11.5 per cent in the case of whites and 2.5 per cent for Negroes, whereas the national percentages in each of these two instances were 16.6 and 4.1, respectively. The average per cents in these cases for the 17 states and District of Columbia, on the other hand, were 13.2 and 2.9. In the case of the white population in this age group, the census report showed that every state except Arkansas, Kentucky and West Virginia ranked higher than North Carolina.

The figures covering the per cent of the population in this age group that had some college training was more favorable for North Carolina when compared with the other states, only slightly lower, the figures for white being 11.6 per cent in North Carolina and 12.0 per cent and 12.1 per cent for the nation and the 17 states and District of Columbia, respectively. In the case of Negroes, the North Carolina percentage of 3.1 was higher than either the 3.0 national average or the 2.46 per cent average for the 17 states and District of Columbia.

Concerning that part of the population 25 years old and older with four or more years of college training, the report shows that the North Carolina figure of 4.9 per cent for whites is slightly less than the national figure of 5.4 per cent, but is higher than the 17 states and District of Columbia figure of 4.72 per cent. In the case of Negroes the North Carolina figure is higher than either the national figure of 1.2 per cent or the 17 states and District of Columbia figure of 1.08 per cent.

Seminar on Reading Disabilities To Be Held Jan. 28-Feb. 1

The Annual Seminar on Reading Disabilities will be conducted by the Reading Clinic, Department of Psychology, Temple University, from January 28 to February 1, 1946. Lectures, demonstrations and discussions will be used to develop the central theme: *Differentiated Remedial and Corrective Reading*.

Topics for successive days are: Approaches to Analysis of Reading Disabilities, The Analysis Programs, Case History, Social and Emotional Factors, Physical Factors, Capacity for Reading, Reading and General Language Achievement, Classification of Reading Problems, Remedial and Corrective Procedures. The activities of the seminar will be differentiated to meet the needs of classroom teachers, remedial teachers, school psychologists, supervisors, administrators, neurologists and vision specialists.

Advanced registration is required. For further information regarding the one-week seminar, write to Dr. E. A. Betts, Director of the Reading Clinic, Temple University, Philadelphia 22, Pa.

ALA Publishes Reading Activity Book

The American Library Association has recently published Lucile F. Fargo's *Activity Book Number Two*. This is a volume of recipes telling in the fewest possible words how to initiate, carry on, and complete specific activities for the promotion of reading. While this volume emphasizes the more mature enterprises, many of the activities are adaptable for use with elementary grades and junior high school groups. The book is of interest to the classroom for chapters in it are concerned with activities related to language arts, science, social studies, guidance, health, and physical education, home economics, business and mathematics, and the fine arts. The book is listed in the new N. C. E. A. *Library Book Catalogue* or can be ordered directly from the American Library Association, 520 North Michigan Avenue, Chicago 11, Illinois, for \$2.50.

School Supervisors Meet at ECTC

A group of nine supervisors of instruction, eight from county units and one from a city unit of the eastern part of the State, met the latter part of October at the East Carolina Teachers College, Greenville, to observe the work being done by the teachers and students of that institution. Julia Wetherington, Associate in the Division of Instructional Service, State Department of Public Instruction, accompanied these supervisors. Following the class observation periods the group held conferences at which programs of work were discussed.

Those attending and the units they represented were: Mary Wells, Johnston; Julia McNairy, Edgecombe; Madeline Tripp, Halifax; Mary Vann O'Briant, Northampton; Katie E. Cutting, Onslow; Lissie Pearce, Martin; Reba Proctor, Pitt; and Clara Hearne, Roanoke Rapids.

Bulletin On Training Aids Is Issued

A bulletin entitled "The Use of Training Aids in the Armed Services," Bulletin 1945, No. 9, was recently prepared by a committee of U. S. Office of Education specialists under the chairmanship of R. C. M. Flynt, Senior Specialist in Higher Education. The bulletin is the result of observations made by the committee members who, with the full co-operation of the War and Navy Departments, visited training installations, interviewed training officials and studied a wide variety of training aids and devices developed by the armed forces.

The report describes the scope and extent of army and navy training and shows the sequence of training received by the average trainee. The various training aids and devices used by the services are listed, and it is told how these devices are procured or created. The methods used by the army and navy to supervise the use of training aids are also described.

The committee takes the view that the principles which underlie the use of aids and devices by the services are in many cases more important for civilian education than the devices themselves. The report tells how the army and navy have used training aids to create desired attitudes, to stimulate interest through the use of "eye appeal" and humor, to adapt training to the learner, to create variety and flexibility in the learning situation, to utilize all the senses in learning, to make learning more functional, and to enrich learning by doing.

A brief list of training aids useful in civilian education, together with sources of information on army-navy training programs, is given.

"The Use of Training Aids and Devices," Bulletin 1945, No. 9, can be obtained by purchase from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at the price of ten cents per copy.

German Teachers Screened

Lists of "white," "grey" and "black" teachers have been compiled in Germany by Army Civil Affairs representatives in preparation for the opening, October 1, of Volksschulen (elementary schools) in the American zone of occupation. Records of the education ministry, teachers association, army intelligence, newspapers and foreign office files have revealed which teachers can be trusted in classrooms, which should be further checked and which are Nazis. In-service training, especially for inexperienced teachers, is planned, in some cases by traveling teams. No teacher training institution has been reopened.

Five million texts are being printed from a pre-1933 list of approved titles. Many later books will be rewritten. A survey shows that in the Berlin area, 25 per cent of the school buildings were destroyed during the war, 50 per cent are repairable and 25 per cent undamaged. Conditions in rural areas are probably better.

Medical schools of Heidelberg, Marburg and Erlanger universities will soon reopen. Four other universities in the American occupation zone—Frankfurt, Giessen, Wurzberg and Munich—are too damaged to open. Some members of their medical faculties, after screening, will be faculty replacements at the three to open.

In Heidelberg, seven medical faculty members have been approved, four conditionally approved and three were ordered removed because of Nazi philosophy. American troops are using college classrooms at Heidelberg.

American occupation of Japan will entail less detailed direction of schools because of the policy of working, to a greater extent, through Japanese officialdom. This does not mean there will be a lessened emphasis on instruction in harmony with democratic philosophy. The program of school supervision and inspection has not been made public by General MacArthur's headquarters.—*U. S. Education News.*

Bird Club Committee Will Aid Teachers in Bird Study Classes

The Education Committee of the North Carolina Bird Club will help any teacher in the public schools of the State in presenting the study of birds in the classroom. This committee will make suggestions as to certain organizations that a class wishing to form a bird club might affiliate and list a number of publications that will give helpful information about birds and related subjects. The committee will also answer any specific questions concerning any phase of bird study that any teacher might desire. Letters of inquiry should be addressed to Education Committee, North Carolina Bird Club, Box 5636, Raleigh, N. C.

Educators Learn How Airport Operates at Aviation Institute

About 55 school administrators from the area centering around Winston-Salem were the guests on October 13 of the Winston-Salem Airport for an aviation institute sponsored by the State Department of Public Instruction, the Civil Aeronautics Administration and the North Carolina Aviation Commission. At this institute the educators were shown how an airport operates and told of the activities and services of airports and airways.

Following the discussion period the following persons were named to serve on a committee including school administrators from other sections of the State to study and make plans for aviation in the public schools: W. L. Burton, Rankin School, Brown Summit; Supt. Paul F. Evans, Davidson County, Lexington; W. T. Long, Wilkesboro; J. Hugh White, Walker Road School, Winston-Salem; C. C. Lipscombe, Reidsville; and Miss Ruth McNeill, Surry County Supervisor, Elkin.

It is planned to hold other aviation institutes next spring in other parts of the State, possibly Raleigh, Charlotte and Asheville, it is learned.

FFA Clubs Sell Baby Beef

The Franklin, Macon County, Future Farmers of America Chapter sold 19,330 pounds of baby beef at the recent Asheville Fat Stock Show and Sale. The youngsters collected \$3,856.34 for their 23 steers in the auction sale and picked up a good bit of additional cash in prize money in the show. Nineteen of the 23 steers were placed in the blue ribbon class.

Included among the entries from the Franklin Chapter was the reserve champion, an excellent Aberdeen-Angus steer, weighing 950 pounds, which was owned and shown by Hayes Gregory. It sold for 40 cents per pound.

The Franklin Chapter won first place in the show for the best three home-raised steers from any county, and placed third in the open five-steer county group. Bill Cochran, a member of the Franklin Chapter, won the showmanship award.

According to E. J. Whitmire, the agriculture teacher at Franklin, his students will realize a nice profit from the show and sale due to very low production costs. The boys carried their steers through most of the feeding period on good mountain pasture supplemented by home-grown and home-mixed feed. Every steer entered was a product of Macon County.

The Asheville show and sale brought together 153 entries from 18 counties, probably the largest show of its kind ever held in the State. In the blue ribbon class there were 118 animals. F. F. A. chapters with entries in addition to Franklin were: Leicester, Candler, Flat Creek, Barnardsville, Mills River, Clyde, Waynesville and Crabtree.

Teachers Use Workshop for Improving Instruction

Example From Iredell

■ The teachers of North Carolina are really taking to the use of the workshop type of professional meeting as a means of improving the instructional program of the public schools, it is learned from the Division of Instructional Service of the State Department of Public Instruction. However, for a firsthand account of a workshop that has actually taken place, the teachers themselves are the authorities for their success.

The workshop meetings recently held by the teachers of Cool Springs and Wayside schools of Iredell County will serve as an example of successful meetings of this kind. This account comes from Mrs. Blanche S. Reitzel, principal of the Wayside School.

"At the beginning of the school year, the teachers of Cool Spring and Wayside schools planned a series of workshop type meetings. After some thoughtful discussion we decided that, as a group, we needed to improve our teaching of physical education, music, handwriting, oral expression and poetry. The meetings, which were to be completed in a period of four weeks, were to be held in the afternoons during the second month of school, while the cotton-picking schedule was in operation.

"Since there are a number of new teachers in the district, we felt that we should know each other better before beginning the professional studies. During the first month of school there was a get-acquainted party on the lawn at Wayside. Members of the district committee and other personnel connected with the county schools were invited to attend. Professional discussions gave way to a watermelon feast followed by a period of group singing.

"The first workshop was arranged by Mr. R. B. Madison, and was given to a study of oral expression based on the new Language Arts Bulletin. Mrs. Harry Stevenson, the leader, gave many helpful suggestions from her experience as an English teacher. The use of the dictionary as a classroom tool was emphasized. With Mrs. Stevenson as the teacher, and all others as pupils, everyone could take an active part. Mr. Madison led a discussion, during which various teachers told of methods they are using to improve oral expression in their classes. It was suggested that in certain cases it is best to correct an error in expression at the time it is made. At other times this practice would cause the line of thought to be broken. Every one agreed that all errors in written work should be carefully corrected on all papers. At the close of the first meeting Mrs. Helen B. Evans was elected chairman of the group.

"The second meeting was based on the study of music in the elementary school. Mrs. Martha D. Kennerly, who had attended the music clinic at Woman's College in Greensboro last summer, was in charge of the first half of this study. Music problems common to all classrooms were mentioned. Suggestions were made as to how children should be grouped for singing, what to do for

WORKSHOPS COMBINE BUSINESS AND PLEASURE

We have a special reason
For having workshops today,
It's because we all are grippers
In just one certain way.

We are always complaining
That we have time to spare,
And we're bored to death with loafing,
And running here and there.

So just to keep busy—
And also to have fun,
We planned a series of workshops
When our day's work was done.

When we finished our series of workshops,
We were sorry to be through,
And we said an each other—
"Now what shall we do?"

But then quite soon we answered,
Because the answer was quite plain—
"We'll put into practice the things
we learned;
Our workshop has not been in vain."

the child who is not able to 'carry the tune,' and ways of arousing an interest in singing. The value of the victrola was stressed, with special mention of the types of records to purchase for schoolroom use. The toy orchestra was discussed, and directions were given for making instruments from materials which may be found in every school community.

"The latter part of the music study was in charge of Miss Sara Reece. Suggestions were made as to the type of songs suitable for use in the elementary grades. With Miss Reece as teacher and all others as pupils, several songs were taught as they would be used in the classroom. A song which appealed to everyone was an action song. Using a drawing suited to the words of the song, several pupils may draw on the board or all pupils may draw at the desk on paper, while keeping time to the rhythm of the music. Singing games can be used in all grades to help pupils acquire a sense of rhythm.

"The workshop in writing was directed by Mrs. Lillian W. Stoker and Mrs. Annie Lou Joyner. Mrs. Stoker stated that teachers and pupils in all grades needed a knowledge of manuscript writing. This is useful in making posters and booklet backs. She explained that all manuscript letters are formed by the use of circles and straight lines. Members of the class were given an actual lesson in manuscript writing.

"Mrs. Joyner directed the study of cursive writing. She had on the board a complete alphabet of both capital and small letters with the correct number of counts required for each. We were shown attractive writing booklets which

are available from several publishers. In one of these the shape of each letter is explained in the form of a story, with suitable song and poem to aid in making both the teaching and the learning a happy process.

"The physical education program was in charge of Miss Sadie Wilhelm. Games suitable for use in the classroom on rainy days, and others suitable for use on the playground, were taught to the group by Mrs. R. B. Madison, Miss Mary Foster, and Mrs. Zolena Plyler. Chairs were removed from the auditorium and information was gained through actual practice rather than from a textbook. Games suitable for the different age groups in the elementary school were used. In every case stress was laid on using games in which a large number of pupils can take part.

"The last of the series of meetings was given to a study of poetry in the elementary grades. Each teacher in the class was asked to bring a poem which had been used in her class, and had been illustrated by pupils. A most interesting group of illustrated poems was brought. Mrs. Sue M. Cook, who arranged this part of the activity, showed several illustrated poetry booklets as examples of possible classroom work. Children can often illustrate their booklet with freehand drawings, or with suitable illustrations from magazines.

"Mrs. Harry Stevenson gave suggestions as to the use of poetry in the classroom. A period of five minutes to spare, at an unexpected time, would be long enough to study and memorize a four-line poem. Many historical events have been beautifully recorded in verse. There are poems in keeping with the ideals and the spirit of each holiday season. Different members of the class named favorite poems for each holiday season. Mrs. Stevenson read a poem showing how different people respond to the same opportunity. This thought would also apply to the study of poetry. That which appeals to one pupil may not attract another. We should include a wide range in the type of poetry studied, and thus we would be more able to arouse the interest of every child. Before any teacher can lead a child to love poetry, she must first love it herself."

Schools Purchase Chairs From Office of Surplus Property

A number of North Carolina public schools have purchased chairs from the Office of Surplus Property, U. S. Department of Commerce, in accordance with the plan of the disposal of surplus property not now needed in the armed services, it is learned from P. H. Barnes, Jr., Surplus Property Engineer for the Division of Purchase and Contract, the agency that has charge of the disposal of surplus property in North Carolina.

These chairs, Mr. Barnes said, are of the tubular steel folding type. The prices paid were: \$1.10 each for used chairs and \$1.35 for new chairs, with the transportation paid by the purchaser.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

Elementary Schools

There is a tendency for the number of elementary schools in the State to decrease. This fact is clearly shown in Table I below which gives the number of such schools for both white and Negro children from 1930-31 to 1943-44.

These schools are also divided on the basis of number of teachers as follows: (1) the number having 1-3 teachers, (2) the number having 4-6 teachers, (3) the number having 7-9 teachers, and (4) the number having 10 or more teachers. When divided on this teacher-group size basis, it is noted that the trend in number is downward in the case of schools for white children in all groups except the 10 or more teacher group. In the case of schools for Negroes the two smallest size groups show decreasing

trends, whereas the number of schools in the largest size groups show increasing trends.

As will be further noted from Table I, there are fewer schools in city units than in county units, and consequently the State trends are largely determined by the changes taking place within county units. The exceptional increase noticeable for 1943-44 in the largest size schools for white children and for Negro children in county units was no doubt due to the change in definition of an elementary school to include the eighth grade.

The significant thing about this table is that there were 1,724 fewer elementary schools in 1943-44 than in 1930-31, this decrease having been brought about

by the gradual decrease in the smaller sized schools as pointed out above. It will be noted that this decrease in number of elementary schools for white children has been more rapid than the decrease for Negro schools. It will also be noted that more than half of the city schools have 10 or more teachers, whereas approximately 15 per cent of the county elementary schools were in this group for the year 1943-44.

County and City Units

Tables II and III indicate the number of elementary schools by size and race for the county and city units during the year 1943-44. The group indicating the smallest size schools as shown in table I is further divided in these two tables, thus showing the number of one-teacher schools.

Table II shows that there were 807 one-teacher schools in the county units, 204 for white children and 603 for Negroes. The units having the largest number of this size school for white children were: Ashe 31, Wilkes 27, Watauga 15, Yancey 13, Cherokee 13, Jackson 12, Madison 9, Alleghany 8, Caldwell 8, and Macon 8. All these units are in the western part of the State, perhaps indicating greater difficulty in consolidating schools and providing transportation facilities. Units having the largest number

of one-teacher schools for Negroes were: Caswell 30, Granville 24, Union 22, Bertie 18, Pender 18, Pitt 18 and Sampson 18.

An analysis of the units having schools with 2-3 teachers also shows that western counties have the largest number. Ashe leads in this respect with 17 and Madison follows with 16; Macon and Wilkes had 12 each. In the case of Negro schools in this group, the units in the northeastern part of the State headed the list. Halifax had 28, Northampton 27, Edgecombe 26, Warren 25.

Units having the largest number of schools with 10 or more teachers were in the case of white schools the following: Buncombe 16, Gaston 15, Johnston 12, Robeson 12, and Forsyth, Guilford and New Hanover 11 each. There were only 58 Negro schools in county units that had 10 or more teachers. Johnston and Wake with 5 each of this size led the State in this respect.

There were only three one-teacher schools for white pupils within city units: Andrews, Glen Alpine and Tryon Saluda. There were 29 such schools for Negroes within the city units. As would be expected, where there is a greater density of population, the schools are larger in the city units and consequently the greatest number of schools for whites and Negroes had 10 or more teachers.

II. NUMBER ELEMENTARY SCHOOLS TAUGHT, 1943-44—County Units

BY NUMBER OF TEACHERS EMPLOYED

| ADMINISTRATIVE UNIT | WHITE | | | | | Negro | | | | |
|---------------------|-------|--------------|-------------|---------------|-------------|-------|--------------|-------------|---------------|-------------|
| | One | Two to Three | Four to Six | Seven to Nine | Ten or More | One | Two to Three | Four to Six | Seven to Nine | Ten or More |
| Alamance..... | 6 | 5 | 4 | 2 | 7 | 13 | 5 | 4 | 1 | 1 |
| Alexander..... | 8 | 5 | 1 | 1 | 1 | 16 | 4 | 1 | 1 | 1 |
| Alleghany..... | 31 | 17 | 1 | 1 | 4 | 56 | 10 | 3 | 1 | 4 |
| Anson..... | 2 | 1 | 1 | 2 | 4 | 10 | 1 | 1 | 3 | 4 |
| Ashe..... | 31 | 17 | 1 | 1 | 4 | 56 | 10 | 3 | 1 | 4 |
| Avery..... | 2 | 1 | 1 | 2 | 4 | 10 | 1 | 1 | 3 | 4 |
| Beaufort..... | 1 | 1 | 1 | 1 | 1 | 5 | 5 | 6 | 4 | 1 |
| Bertie..... | 1 | 1 | 1 | 1 | 1 | 5 | 18 | 20 | 4 | 1 |
| Bladen..... | 2 | 4 | 2 | 2 | 3 | 11 | 19 | 7 | 2 | 1 |
| Brunswick..... | 3 | 5 | 6 | 3 | 2 | 16 | 4 | 7 | 2 | 1 |
| Buncombe..... | 1 | 1 | 2 | 3 | 7 | 14 | 1 | 3 | 2 | 6 |
| Burke..... | 1 | 1 | 2 | 3 | 7 | 14 | 1 | 3 | 2 | 6 |
| Cabarrus..... | 6 | 1 | 2 | 1 | 6 | 23 | 11 | 5 | 1 | 17 |
| Catawba..... | 1 | 1 | 1 | 1 | 1 | 5 | 4 | 9 | 1 | 2 |
| Cherokee..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Chatham..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Clay..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Columbus..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Crowley..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Dalhart..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Davie..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| DeWitt..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Durham..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Edgecombe..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Forsyth..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Franklin..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Gaston..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Graham..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Guilford..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Hamilton..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Henderson..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Hertford..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Hoke..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Johnston..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Kanawha..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Lenoir..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Lincoln..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Macon..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Madison..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Martinsville..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Mecklenburg..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Mitchell..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Monroe..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Murphy..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Nash..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Northampton..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| North Carolina..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Onslow..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Orange..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Perquimans..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Pender..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Piedmont..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Pitt..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Polk..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Rockingham..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Rowan..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Sampson..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Scotland..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Stanly..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Stokes..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Swain..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Swain..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Taylorsville..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Tenover..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Tipton..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Union..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Wake..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Wayne..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |
| Yancey..... | 1 | 1 | 1 | 1 | 1 | 5 | 1 | 1 | 1 | 1 |

I. NUMBER OF ELEMENTARY SCHOOLS

| YEAR | WHITE | | | | | | | | | | | | NEGRO | | | | | | | | | | | | | | | | | |
|----------|--------------|------|-------|--------------|------|-------|--------------|------|-------|----------------|------|-------|--------|------|-------|--------------|------|-------|--------------|------|-------|--------------|------|-------|--------|------|-------|-------|-------|-------|
| | 1-3 TEACHERS | | | 4-6 TEACHERS | | | 7-9 TEACHERS | | | 10 OR MORE Tr. | | | TOTAL | | | 1-3 TEACHERS | | | 4-6 TEACHERS | | | 7-9 TEACHERS | | | TOTAL | | | | | |
| | County | City | Total | County | City | Total | County | City | Total | County | City | Total | County | City | Total | County | City | Total | County | City | Total | County | City | Total | County | City | Total | | | |
| 1930-31 | 1,769 | 9 | 1,778 | 331 | 23 | 354 | 233 | 57 | 290 | 320 | 155 | 475 | 2,653 | 244 | 2,897 | 1,990 | 38 | 2,028 | 166 | 34 | 200 | 22 | 26 | 48 | 12 | 19 | 63 | 2,190 | 149 | 2,339 |
| 1931-32 | 1,849 | 13 | 1,862 | 338 | 31 | 369 | 278 | 53 | 331 | 272 | 154 | 426 | 2,237 | 251 | 2,488 | 2,035 | 42 | 2,077 | 164 | 36 | 200 | 27 | 25 | 52 | 18 | 63 | 2,140 | 149 | 2,289 | |
| 1932-33 | 1,251 | 18 | 1,269 | 322 | 40 | 362 | 303 | 65 | 358 | 296 | 158 | 444 | 2,172 | 271 | 2,443 | 1,897 | 46 | 1,943 | 192 | 36 | 228 | 39 | 32 | 71 | 24 | 42 | 66 | 2,152 | 156 | 2,308 |
| 1933-34 | 1,083 | 30 | 1,113 | 320 | 25 | 345 | 291 | 60 | 351 | 301 | 147 | 448 | 1,996 | 262 | 2,257 | 1,775 | 83 | 1,858 | 217 | 36 | 254 | 51 | 27 | 78 | 20 | 50 | 76 | 2,064 | 196 | 2,260 |
| 1934-35 | 1,020 | 32 | 1,052 | 309 | 26 | 335 | 317 | 65 | 382 | 295 | 151 | 446 | 1,941 | 274 | 2,215 | 1,811 | 87 | 1,898 | 217 | 35 | 252 | 38 | 26 | 64 | 18 | 57 | 76 | 2,082 | 202 | 2,284 |
| 1935-36 | 881 | 24 | 905 | 306 | 34 | 340 | 318 | 67 | 385 | 302 | 155 | 457 | 1,807 | 280 | 2,087 | 1,774 | 88 | 1,872 | 227 | 30 | 257 | 36 | 26 | 62 | 18 | 57 | 75 | 2,055 | 205 | 2,260 |
| 1936-37 | 757 | 22 | 779 | 306 | 32 | 338 | 331 | 62 | 393 | 305 | 152 | 457 | 1,699 | 268 | 1,967 | 1,732 | 86 | 1,817 | 232 | 30 | 262 | 31 | 27 | 58 | 24 | 62 | 86 | 2,019 | 204 | 2,223 |
| 1937-38 | 689 | 21 | 710 | 293 | 26 | 319 | 333 | 69 | 402 | 311 | 142 | 453 | 1,626 | 258 | 1,884 | 1,693 | 83 | 1,776 | 213 | 26 | 239 | 49 | 21 | 70 | 24 | 67 | 91 | 1,925 | 198 | 2,123 |
| 1938-39 | 654 | 19 | 673 | 282 | 25 | 307 | 330 | 68 | 398 | 327 | 144 | 471 | 1,593 | 256 | 1,849 | 1,639 | 84 | 1,723 | 213 | 26 | 239 | 49 | 21 | 70 | 24 | 67 | 91 | 1,925 | 198 | 2,123 |
| 1939-40 | 592 | 18 | 610 | 284 | 29 | 313 | 316 | 68 | 384 | 340 | 146 | 486 | 1,532 | 261 | 1,793 | 1,639 | 84 | 1,723 | 213 | 26 | 239 | 49 | 21 | 70 | 24 | 67 | 91 | 1,925 | 198 | 2,123 |
| 1940-41 | 538 | 15 | 553 | 296 | 28 | 324 | 317 | 81 | 398 | 336 | 136 | 472 | 1,487 | 261 | 1,748 | 1,639 | 84 | 1,723 | 213 | 26 | 239 | 49 | 21 | 70 | 24 | 67 | 91 | 1,925 | 198 | 2,123 |
| 1941-42 | 483 | 17 | 500 | 295 | 30 | 325 | 322 | 76 | 398 | 333 | 135 | 468 | 1,433 | 258 | 1,691 | 1,639 | 84 | 1,723 | 213 | 26 | 239 | 49 | 21 | 70 | 24 | 67 | 91 | 1,925 | 198 | 2,123 |
| 1942-43 | 475 | 13 | 488 | 274 | 28 | 302 | 329 | 70 | 399 | 335 | 148 | 483 | 1,413 | 259 | 1,672 | 1,639 | 84 | 1,723 | 213 | 26 | 239 | 49 | 21 | 70 | 24 | 67 | 91 | 1,925 | 198 | 2,123 |
| 1943-44* | 450 | 12 | 462 | 247 | 25 | 272 | 292 | 65 | 357 | 403 | 166 | 569 | 1,392 | 268 | 1,660 | 1,639 | 84 | 1,723 | 213 | 26 | 239 | 49 | 21 | 70 | 24 | 67 | 91 | 1,925 | 198 | 2,123 |
| 1930-31 | 1,990 | 38 | 2,028 | 166 | 34 | 200 | 22 | 26 | 48 | 12 | 19 | 63 | 2,190 | 149 | 2,339 | 1,990 | 38 | 2,028 | 166 | 34 | 200 | 22 | 26 | 48 | 12 | 19 | 63 | 2,190 | 149 | 2,339 |
| 1931-32 | 1,896 | 47 | 1,943 | 194 | 43 | 237 | 27 | 25 | 52 | 18 | 45 | 63 | 2,135 | 160 | 2,295 | 1,896 | 47 | 1,943 | 194 | 43 | 237 | 27 | 25 | 52 | 18 | 45 | 63 | 2,135 | 160 | 2,295 |
| 1932-33 | 1,897 | 46 | 1,943 | 192 | 36 | 228 | 39 | 32 | 71 | 24 | 42 | 66 | 2,152 | 156 | 2,308 | 1,897 | 46 | 1,943 | 192 | 36 | 228 | 39 | 32 | 71 | 24 | 42 | 66 | 2,152 | 156 | 2,308 |
| 1933-34 | 1,775 | 83 | 1,858 | 218 | 35 | 254 | 51 | 27 | 78 | 20 | 50 | 76 | 2,064 | 196 | 2,260 | 1,775 | 83 | 1,858 | 218 | 35 | 254 | 51 | 27 | 78 | 20 | 50 | 76 | 2,064 | 196 | 2,260 |
| 1934-35 | 1,811 | 87 | 1,898 | 217 | 35 | 252 | 38 | 26 | 64 | 18 | 57 | 75 | 2,082 | 202 | 2,284 | 1,811 | 87 | 1,898 | 217 | 35 | 252 | 38 | 26 | 64 | 18 | 57 | 75 | 2,082 | 202 | 2,284 |
| 1935-36 | 1,774 | 88 | 1,862 | 227 | 30 | 257 | 36 | 26 | 62 | 18 | 57 | 75 | 2,055 | 205 | 2,260 | 1,774 | 88 | 1,862 | 227 | 30 | 257 | 36 | 26 | 62 | 18 | 57 | 75 | 2,055 | 205 | 2,260 |
| 1936-37 | 1,732 | 86 | 1,817 | 232 | 30 | 262 | 31 | 27 | 58 | 24 | 62 | 86 | 2,019 | 204 | 2,223 | 1,732 | 86 | 1,817 | 232 | 30 | 262 | 31 | 27 | 58 | 24 | 62 | 86 | 2,019 | 204 | 2,223 |
| 1937-38 | 1,693 | 83 | 1,776 | 213 | 34 | 247 | 40 | 22 | 62 | 23 | 65 | 88 | 1,969 | 204 | 2,173 | 1,693 | 83 | 1,776 | 213 | 34 | 247 | 40 | 22 | 62 | 23 | 65 | 88 | 1,969 | 204 | 2,173 |
| 1938-39 | 1,639 | 84 | 1,723 | 213 | 26 | 239 | 49 | 21 | 70 | 24 | 67 | 91 | 1,925 | 198 | 2,123 | 1,639 | 84 | 1,723 | 213 | 26 | 239 | 49 | 21 | 70 | 24 | 67 | 91 | 1,925 | 198 | 2,123 |

III. NUMBER ELEMENTARY SCHOOLS TAUGHT, 1943-44—City Units

BY NUMBER OF TEACHERS EMPLOYED

Attitudes have changed this year.

Cathartes

Work of Division of Instructional Service Is Outlined

■ The Division of Instructional Service of the State Department of Public Instruction, as the name indicates, is concerned largely with the improvement of instruction in the public elementary and secondary schools of the State. The administrative staff is composed of eight persons, as follows: Dr. J. Henry Highsmith, Director; A. B. Combs, Assistant Director; Hattie S. Parrott, Associate; Dr. H. Arnold Perry, Associate; Julia Wetherington, Associate; Charles E. Spencer, Adviser of Health and Physical Education; Mrs. Mary Peacock Douglas, School Library Adviser, and Ralph J. Andrews, Health Education Consultant.

Although there is no hard and fast line between the duties of these staff members, in general they are assigned to work in the following areas: Dr. Highsmith and Mr. Combs handle high school problems; Miss Parrott, Dr. Perry and Miss Wetherington are concerned with problems dealing with the elementary schools; Mr. Spencer directs instructional activities relating to health and physical education and represents the Division with the School-Health Co-ordination Service; Mrs. Douglas works with both elementary and high school libraries, and Mr. Andrews' work is with high school students.

The entire State is the territory covered by this staff, except in the case of the three associates, who are assigned to the following areas:

Miss Parrott: Alamance, Burlington; Alexander, Alleghany, Ashe, Avery, Burke, Glen Alpine, Morganton; Caldwell, Lenoir, Caswell, Catawba, Hickory, Newton; Chatham; Davidson, Lexington, Thomasville; Davie; Durham, Durham City; Forsyth, Winston-Salem; Franklin, Franklinton; Granville, Oxford; Guilford, Greensboro, High Point; Iredell, Mooresville, Statesville; McDowell, Marion; Mitchell; Orange; Rowan, Salisbury; Stokes; Surry, Mount Airy;

Vance, Henderson; Wake; Warren; Watauga; Wilkes, North Wilkesboro; Yadkin; Yancey; Chapel Hill; Person; Randolph; Asheboro; Rockingham. Leaksville; Madison; Reidsville.

Dr. Perry: Anson, Morven, Wadesboro; Bladen; Brunswick; Buncombe, Asheville; Cabarrus, Concord, Kannapolis; Cherokee, Andrews, Murphy; Clay; Cleveland, Kings Mountain; Shelby; Columbus; Cumberland, Fayetteville; Gaston, Cherryville, Gastonia; Graham; Harnett; Haywood, Canton; Henderson, Hendersonville; Hoke; Jackson; Lee, Sanford; Lincoln, Lincolnton; Macon; Madison; Mecklenburg, Charlotte; Montgomery; Moore; Pinehurst, Southern Pines; Polk, Tryon-Saluda; Rutherford; Robeson, Fairmont, Lumberton, Red Springs; Richmond, Hamlet, Rockingham; Scotland, Laurinburg; Stanly, Albemarle; Swain; Transylvania; Union, Monroe; Raleigh.

Miss Wetherington: Beaufort, Washington; Bertie; Camden; Carteret; Chowan, Edenton; Craven, New Bern; Currituck; Dare; Duplin; Edgecombe, Tarboro; Gates; Greene; Halifax, Roanoke Rapids, Weldon; Hertford; Hyde; Johnston; Jones; Lenoir, Kinston; Martin; Nash, Rocky Mount; New Hanover; Northampton; Onslow; Pamlico; Pasquotank, Elizabeth City; Pender; Perquimans; Pitt, Greenville; Sampson, Clinton; Tyrrell; Washington; Wayne, Fremont, Goldsboro; Wilson, Elm City, Wilson.

Awards to NFA Boys Are Announced

More than \$5,000 has been provided in awards for Negro boys belonging to the New Farmers of America clubs, it is announced by S. B. Simmons, State Supervisor of Vocational Agricultural Education in Negro High Schools. Cash awards have been provided in the following activities: Public Speaking \$575, H. O. Sargent Award \$525, Quartette Singing \$700, Superior Farmers \$575, Home Farm Improvement Program \$575, Modern Farmer \$375, Farm Mechanics \$875, Rural Electrification \$575, and Crop Production \$575. Teachers and students desiring more information on the awards may secure such information by writing to Mr. Simmons at A. and T. College, Greensboro, N. C.

Color Slides Showing Life in Other American Republics Available on Loan

Kodachrome slides, more than 1,500 in number, showing life in Central and South American republics, are now available on loan to schools and colleges, it was announced recently by the Division of International Educational Relations, U. S. Office of Education, Federal Security Agency.

The slides are in natural color, 2x2 inches in size, and may be projected from a standard size slide projector. Sets of slides for 33 different titles are now available for free loan on request. Each set will be accompanied by teachers' notes giving information relating to the subject shown on each slide. Slides are mounted between glass and shipped in small wooden box.

The loan period is three weeks. The borrower assumes the responsibility for the safe return by parcel post of each set borrowed.

The titles of the 33 sets of slides now available are as follows:

1. Hunting Unusual Plants in Guatemala.
2. Guatemala.
3. Cartagena.
4. Brazil Builds.
5. Native Markets of Latin America.
6. Rubber in the Amazon Basin.
7. Native Life in an Amazon Village.
8. Housing in Latin America.
9. Mexican Churches (Colonial)
10. Colonial Painting in Mexico.
11. Contemporary Mexican Painting.
12. Contemporary Mexican Murals.
13. Popular Arts in Mexico.
14. South America—The Land.
15. Agriculture in South America.
16. Mining in South America.
17. Transportation in Latin America.
18. Weaving in the South American Highlands.
19. Bolivian Highland Costumes.
20. Indian Costumes in Latin America.
21. Indian Life in the Lowlands of South America.
22. Indian Life in the Highlands of South America.
- Valley of Mexico
23. Middle Culture
24. Teotihuacan.
25. Tula-Toltec.
26. Aztec.
- Western Mexico
27. Tarascan.
- Southeastern Mexico
28. Monte Alban and Mitla.
29. Totonac.
- Maya First Empire—Honduras
30. Copan.
- Maya Second Empire—Yucatan
31. Chichen Itza.
32. Uxmal.
33. Inca Culture in Peru.

Bulletin on Compulsory School Attendance Reprinted

The bulletin *Compulsory School Attendance*, first printed in 1944 as Publication No. 247 of the publications issued by the State Superintendent of Public Instruction, has been reprinted and copies are now available for distribution to the schools. This bulletin contains the Compulsory Attendance Law as amended by the General Assembly of 1945, rulings of the Attorney General with regard to the law, and the Rules and Regulations Governing Compulsory School Attendance as adopted by the State Board of Education.

In view of the fact that copies from the stock of the original printing were sent to all superintendents, this new revised bulletin, printed as Publication No. 253, will be distributed upon request only, it was stated by L. H. Jobe, who has charge of the printing and distribution of publications for the State Department of Public Instruction. Superintendents wishing additional copies of this bulletin are asked by Mr. Jobe to request same.

A National Disgrace

"This is a shocking statement to make, I know—but the United States, considering her material wealth, is one of the most backward nations in education in the world. True it is that in certain areas we spend 125 dollars of state and local funds a year to educate a child. But in other states the local communities are so poverty-ridden that they find it hard to spend even 25 dollars a year. The poor education received by the children born into these backward areas is both a national disgrace and a national peril. Before the war state and local governments spent \$3,000,000,000 of which the state and local authorities might furnish \$2,700,000,000 and Federal Government \$300,000,000. The cost of World War II to the Federal Government has averaged around \$300,000,000 a day. Surely it can spend as much in a year to support our public school system—which, after all, is a front line of defense of our national liberties."—HENRY A. WALLACE in *Sixty Million Jobs*.

New Loan Packets on Inter-American Subjects Are Made Available

A new series of 18 loan packets on inter-American subjects available for the use of teachers, elementary and secondary schools, college students and adults, was announced recently by the U. S. Office of Education, Federal Security Agency.

The individual packets of the new series contain bibliographies, source lists, magazines, pictures, maps, units and courses of study, program outlines, skits, games, music, descriptive booklets, conference reports, reprint of articles, pamphlets and other materials. This material is suitable for use from the elementary level through college. Teachers, school administrators, librarians and others will find many timely suggestions easily adaptable to use as teaching aids in each packet.

Publishers and distributors of the various packet items are indicated to facilitate ordering by those interested in obtaining file copies for use after the loan period has expired.

Packets are available on loan for three weeks without charge except that return postage is to be paid by the borrower which will vary according to postal zones.

The titles and numbers of the packets are as follows:

Teachers' Materials:

PACKET No.

1. Sources of Instructional Material.
2. Education of Spanish-speaking Children.

Materials for Elementary and Secondary Schools:

3. Hispanic Countries and Cities.
4. Brazil.
5. Social Studies.
6. Music.
7. Art.
8. Literature.
9. Spanish for the Elementary School.
10. Beginning Spanish (Secondary).
11. Intermediate Spanish.
12. Plays, Pageants and Programs.
13. Pan-American Club Organization.
14. Pan-American Club Activities.

Yelton Becomes Executive Secretary of the State Retirement System

Nathan H. Yelton, formerly comptroller for the State Board of Education and at one time superintendent of schools of Mitchell County, was recently elected Executive Secretary of the Teachers' and State Employees' Retirement System. Mr. Yelton succeeds Baxter Durham, who was offered another position within the Retirement System concerning retirement of local employees which he did not accept. Mr. Yelton reported for duty on November 5.

Mr. Yelton resigned as comptroller of the State Board of Education in January 1943 to enter the armed services. He has just recently returned from overseas.

Dr. Highsmith Distributes Instructional Materials

Early last month Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the State Department of Public Instruction, sent to county and city superintendents a supply of the following materials:

1. *North Carolina's New Industrial Opportunity*. This 32-page booklet, issued by the State Planning Board, should be of value in eighth grade social studies classes and in various high school courses.

2. *What We Get From Trees*. This is a chart issued by the Forest Service of the U. S. Department of Agriculture. It can be used profitably in a number of classes, such as general science, chemistry and social studies.

The superintendents were requested by Dr. High Smith to distribute these materials "at your next principals' meeting and ask each principal to turn them over to his librarian or to some teacher who will see that they are used to a good advantage."

Guidance Handbook

Approved Technical Institutes — A Handbook of Information for Vocational Guidance Officers. This is a valuable 36-page handbook for guidance teachers, vocational guidance officers, veteran advisory agencies, etc. It will be sent free to any high school principal or guidance instructor upon request to the National Council of Technical Schools, 839 17th St., N.W., Washington 6, D. C.

FFA Dairy Chain Started In Randolph County

Officials of the Hudson-Belk Store in Asheboro have purchased a registered Guernsey heifer for each FFA chapter in the county. The chapters in turn have selected the individual boys to care for the calves. Boys receiving the heifers are required to return the first heifer calf, which will be awarded to another FFA boy selected by the chapter group.

Merit Commission to Consider Policies and Objectives December 8th

The Commission to Study a System of Merit Rating for Payment of Teachers, at its first meeting, held November 3, discussed the various problems involved in the provision of other criteria other than training and experience as a basis for paying teachers' salaries and then adjourned to meet on December 8, at which time it will consider the policies, procedures and objectives the Commission will adopt as a guide in making the proposed study.

The Commission, authorized by the General Assembly of 1945, is composed of John W. Umstead, Chairman; Dr. James E. Hillman, Secretary, and Carl W. McCartha, Dr. A. M. Proctor, J. Carlyle Rutledge, Mrs. Inez Hinnant and Supt. J. H. Rose. The Commission will welcome ideas with reference to this study from the educational forces of the State.

National Contest List for Schools Is Approved

■ In order to free the schools from the pressure of participation in national essay contests to an approved list, a committee from the National Association of Secondary-School Principals has prepared an approved list of national contests for schools for the guidance of school administrators during the year 1945-46. The list is intended to be helpful and suggestive rather than mandatory. The list, which is as follows, does not include any State or local contests:

| National Contests Approved | | Sponsoring Agency |
|--|-------|--|
| Essay, Story and Poetry Contest for Students | ..... | Atlantic Monthly, 8 Arlington St., Boston, Mass. |
| National Essay Contest | ..... | Ladies Auxiliary of the Veterans of Foreign Wars, 406 West 34th St., Kansas City 2, Mo. |
| National High School Art, Literature and Music Contest | ..... | Scholastic Magazine, 220 East 42nd St., New York 17, N. Y. |
| National High School Competition in Art | ..... | The Kansas City Art Institute and School of Design, 4415 Warwick Blvd., Kansas City 2, Mo. |
| National Honor Society Scholarships | ..... | Scholarship Board of National Association of Secondary-School Principals, 1201 16th St., N.W., Washington 6, D. C. |
| National Student Contest | ..... | American Association for the United Nations, Inc., 45 East 65th St., New York 21, N. Y. |
| Ninth National High School Oratorical Contest | ..... | The American Legion, 777 North Meridian St., Indianapolis, Ind. |
| Pepsi-Cola Scholarships | ..... | National Administrative Board for Pepsi-Cola Scholarships, 532 Emerson St., Palo Alto, Calif. |
| Poppy Poster Contest | ..... | American Legion Auxiliary, 777 North Meridian St. Indianapolis, Ind. |
| Science Talent Search | ..... | Science Clubs of America, 1719 North St., N.W., Washington 6, D. C. |
| Tenth Annual Essay Contest | ..... | National Graphic Arts Education Association, 719 15th St., N.W., Washington 5, D. C. |
| Traffic Safety Poster Contest | ..... | American Automobile Association, 17th St. and Pennsylvania Ave., N.W., Washington 6, D. C. |



LEADERSHIP CONFERENCE — GREENSBORO, July 16-19

First row (left to right): Frances Ingram, Colfax; Sybil Johnson, Stedman; Janice Lovick, Central High School, Fayetteville; Peggie Laughlin, Marion; Mary Etta Little, Thomasboro High School, Charlotte; Addie B. Parnell, Seventy-first High School, Fayetteville; Caroline Plemmons, Caroleen High School; Flora Poe, Durham; Anna Jean Poole, Spencer; Betty Joyce Talley, Fuquay Springs; Louise Webb, Louisburg; *Second row*: Mary Ann Beamon, Gatesville; Betsy Cain, Spencer; Bettie Cannady, Franklinton; Aileen Casey, Mount Olive; Colleene Crabbtree, Oakhurst High School, Charlotte; Sue Cullifer, Murfreesboro; Jean Delaney, Reidsville; Mary Gladys Fisher, Granite Quarry; Doris Gooden, Clarkton; Martha Haywood, Rockingham; La Rue Hord, Waco; Ramona Howell, Madison; *Third row*: Executive Board, Jacqueline Collie Reporter, Bailey; Harriet Congleton, Pianist, Aurelian Springs; Kathryn Sloop, Historian, Landis; Betty Lou Merrill, President, Beaufort; Georgia Tsitouris, Vice-President, Benton Heights High School, Monroe; Gladys Sealey, Secretary, Barnesville; *Fourth row* (left to right) Advisers and Supervisors, Miss Catherine T. Dennis, State Supervisor, Home Economics Education, Raleigh; Miss Mabel Lacy, East Carolina Teachers College, Greenville; Miss Doris Gaddy, Sharon High School, Charlotte; Mrs. Joye P. Graham, Jonesville; Mrs. Julia Slate, Spencer; Mrs. Marjorie G. Leonard, Louisburg; Mrs. Willa Mae Scroggs, Black Mountain; Miss Inez Hubbard, Mount Olive; Miss Frances Woolworth, Durham; Mrs. Sue R. Ferguson, State Board of Education, Taylorsville; Miss Louise Lowe, Woman's College, Greensboro; Miss Rose Mary Codell, State Department of Public Instruction, Raleigh; *Absent from picture*: Miss Sarah Burton Jenkins, State Department of Public Instruction, Raleigh; Mrs. Geraldine Bullock Parker, Murfreesboro; Miss Martha Whitworth, Leaksville; and Mabel Richman, Leaksville.

Teachers Have Part in Tuberculosis Control

The teachers of North Carolina have a great opportunity to present to the school youth the problem of tuberculosis as it applies to them specifically, to present to them the part they may play in meeting the community tuberculosis problem, and to make them aware of tuberculosis not only as a community problem but a State, national and world problem as well, it was stated by L. L. Miller, Assistant Executive Secretary of the North Carolina Tuberculosis Association, in an article prepared especially for the readers of this publication.

"The three bases on which a sound tuberculosis program is built, namely, education, early case-finding, and treatment of known cases, are today being stressed throughout the country, especially in the schools," Mr. Miller said. "The first of these bases, education, is the background upon which all other activities of the program must of necessity be planned. The school, as the primary educational institution, has a definite responsibility for the planning, directing and mobilizing of community resources for the control of the disease.

"The major concern of the North Carolina Tuberculosis Association and its affiliates is the education of the general public towards methods and measures for preventing tuberculosis. Never before has it been so apparent that the people want tuberculosis controlled and

never before has so much stress been put upon controlling the disease.

"To assist in this work, the State Association and its affiliates devote their entire time and effort in helping those interested in eradicating this disease to do a better job. Literature, movies, lectures, field service and many other things are available to schools upon request. All of these are being made available by the public's purchase of Christmas Seals at Christmas time."

FHA Clubs Made 15,581 Garments for Russian Relief

The Homemakers clubs of North Carolina made a total of 15,581 garments for Russian relief during the school year 1944-45. These garments have been sent to the shipping center for Russian relief.

Of the total garments made 13,476 were made by the Future Homemakers clubs, which is the organization composed of white students taking home-making courses in the public high schools. The 2,105 other garments were made by the New Homemakers clubs, which is a similar organization for Negro students enrolled in homemaking courses.

Among the garments made were skirts, children's dresses, infants' wrappers, infants' sacques, booties, mittens and caps. The few garments that had not been completed were not counted in the report.

ALA to Distribute Records Of Children's Stories

The American Library Association, 520 North Michigan Ave., Chicago 11, Ill., has branched out into a new activity, of significance to libraries, schools and parents. It is now distributing for its Division of Libraries for Children and Young People five records of classic children's stories told by Mrs. Gudrun Thorne-Thomsen. Those available are *Gudbrand - on - the - Hillside*, *Sleeping Beauty*, *Baldur*, and *Tales From the Volsunga Saga* (two records). The records are sold only in sets of five and are priced at \$10 for the set.

Teachers and librarians have long wanted to preserve in the simple storytelling form fine examples of stories and of the storyteller's art, and these five records are the first results of a project on which children's and school librarians have been working for several years. They are planned for schools, libraries, educational, radio and home use.

Mrs. Gudrun Thorne-Thomsen is recognized as a writer as well as a master storyteller. These 12-inch records according to the announcement enable her to do full justice to the stories selected for presentation and to preserve the flavor and the real essence of folk tale and myth that has endured throughout the centuries.

Former Cumberland Superintendent Dies

Alger B. Wilkins, former superintendent of the Cumberland County schools, died, following a week's illness, at a local hospital in Fayetteville on November 14. He had only recently resigned as county superintendent to enter farm supply business.

Mr. Wilkins, a native of the county, had been connected with the school system for 21 years. Upon graduation from the University in 1924 he was principal of one of the rural schools. For six years he was assistant county superintendent and for the 12 years immediately prior to September 1 he was county superintendent.

Mr. Wilkins took an active part in school matters. For two years he was chairman of the legislative committee of the North Carolina Education Association, and he was president of the Southeastern District of the NCEA for two terms.

Childhood Education Assn. Issues State Bulletin

News of Childhood Education is the title of a new monthly educational bulletin, issued by the North Carolina State Association for Childhood Education. Lucy Lane, teacher in the Raleigh Public Schools, is editor. The first issue for October is composed of six pages and includes a message from the president of the State association, quotations from messages of the national president, minutes of the executive board of the State organization, the 1945-46 A. C. E. Program, and other timely news, including a list of the officers and committees of the State association. The theme of this year's program is "Sharing with each other."

The bulletin has been well received. Dr. J. Henry Highsmith of the State Department of Public Instruction said, "Your program provides amply for assisting children in making the journey as successfully as possible, and I congratulate every member of the A. C. E. upon her opportunity to have a part in this grand enterprise." Miss Jean Betzner, Associate Professor of Education of Teachers College, wrote: "It is a most excellent bulletin and I should think that all members of the A. C. E. would feel mighty proud of it." And Miss Bess Goodykoontz, Assistant Commissioner of Education, U. S. Office of Education, said, "I am delighted with it and want to express my congratulations to the executive committee and to the association for its initiative and originality in getting out this fine document."

The North Carolina Association has a membership of 1,500 teachers. Donna Lee Loftin, of Asheboro, is the president for 1945-46. Other officers are: Lucy Lane, Raleigh, Vice-President; Jane Cochran, Asheboro, Secretary-Treasurer; Hattie S. Parrott, Raleigh, State Adviser; and Mrs. Eva Perkins Eicker, Wilson, Grace Carter, Greensboro, and Joyce Cooper, Greensboro, Consultants.

T. Carl Brown Returns to Position With Department

T. Carl Brown, after three years of absence in the military service, has returned to his former position as State Supervisor of Distributive Education, it is announced by T. E. Browne, State Director of Vocational Education for the State Department of Public Instruction. W. B. Logan, who replaced Alvis S. Proctor as Acting State Supervisor, has accepted the position of Teacher-Trainer in Distributive Education.

Mr. Brown was appointed originally in August 1939. During the following three years 15 co-operative retail programs were established in 13 cities. In the adult training field a staff of five area or itinerant instructors, as well as a number of part-time instructors, had been employed and trained. Classes for store employees had been conducted in approximately fifty cities in the State.

During his military service Mr. Brown was assigned to Wright Field, Dayton, Ohio, and then to the Signal Corps Photographic Center in New York. His military duties included allocation of prints of War Department training films to the various service commands and oversea theaters of operation, publication of film catalogues, instructors film reference guides and statistical analyses of film utilization. His experience should be valuable in developing more effective and greater uses of visual education materials in vocational and general education.

Mr. Logan will serve in a teacher-training capacity at Woman's College of the University of North Carolina, although his headquarters will remain in the State office. His primary duties will include in-service teacher-training, arrangement of summer schools and workshops, and the development of courses of study and instructional aids. While working as co-ordinator in Asheville and during the year he has acted as State Supervisor, Mr. Logan made valuable contributions in the teacher-training field.

National Foundation Contributes To North Carolina FFA Clubs

From a national foundation, recently organized and supported by corporations and business concerns to aid the Future Farmers of America, North Carolina FFA clubs will receive contributions. These contributions are given in the form of prizes and awards to deserving students and chapters who have achieved distinction in vocational agriculture on a local, state and national basis.

These awards for the current year are as follows:

| | |
|-------------------------------|----------|
| State Star Farmer..... | \$100.00 |
| State Public Speaking Winner | 100.00 |
| State Farm Mechanics Winner | 100.00 |
| American Farmers (10), each | 25.00 |
| State Initiated Projects..... | 542.64 |
| Guaranteed Loan Fund | 689.96 |

Third Printing Cumulative Record Manual Now Available

The third printing, 10,000 copies, of *A Manual of Directions for Using the North Carolina Cumulative Record* has recently been received from the printer, it is announced by L. H. Jobe, Director of Publications for the State Department of Public Instruction. The first printing of this manual, Mr. Jobe stated, was made in 1940, when the Cumulative Record System was first ready for installation in those North Carolina schools that wished to use it. A second printing of 10,000 copies was made in 1941.

This publication will be helpful to those teachers, principals and counselors who have charge of the interpretation, installation and use of the Cumulative Record folder, which has been purchased by many superintendents for the schools. Superintendents who did not secure copies of the manuals may obtain a number of copies now upon request, Mr. Jobe stated.

Vocational School Commission Advocates School to Give Specialized Courses

A school, located somewhere near the center of the State, at which would be offered those specialized vocational courses that cannot be offered in the high schools and varying in length from a few months to two years was advocated by the Area Vocational School Commission at its last meeting, held October 29. The Commission also endorsed H.R. 4384, a bill recently introduced in Congress by North Carolina's Representative G. A. Barden to provide funds to the various states for vocational education, including area vocational schools.

The school recommended by the Commission would be open to both boys and girls and would provide courses for both graduates and nongraduates if they have the ability to profit from the instruction to be offered. The Commission recommended that a survey be made of students' choices and parents' and business leaders' opinions as to the occupations needing the specialized training to be provided by the proposed school.

The Commission, which was appointed by Governor Cherry under authority of the General Assembly of 1945, is composed of the following members: C. S. Bunn, Chairman, Spring Hope; J. Warren Smith, Secretary, Raleigh; Eric W. Rogers, Scotland Neck; Harry Caldwell, Greensboro; Edwin Morgan, Laurinburg; J. W. Beam, Spencer; L. W. Wilson, Robbinsville, and Glenn W. Swicegood, Kinston. T. E. Browne, Director of the Division of Vocational Education, State Department of Public Instruction, Raleigh, is an ex officio member.

Prize Contest for Scrap-Books Announced

Books Across the Sea societies in Great Britain and the United States, with the co-operation of Roy Publishers, are sponsoring a yearly prize contest for original school scrap-books. Roy Publishers is offering prizes of \$100 as first prize, \$50 as second prize, and \$25 as third prize. These prizes are offered to American schools and the same amount to schools in England creating scrap-books for exchange. The royalties on the books published will go to the Books Across the Sea societies for building up new circles in other countries.

The exchange of scrap-books was started years ago in connection with the main work of the two Books Across the Sea societies of sending to each other's libraries selected published "Ambassador Books" which interpreted one country to another.

In the scrap-books, groups of people—both young and old—have created pictures of their own daily lives. These are valuable contributions to people-to-people understanding. By far the most active participation in this scheme has been that of the school groups.

In this prize contest the winning schools would, through their own work, help to make possible widening opportunities for goodwill exchanges between people, both youths and adults, of other lands. For this reason, the scrap-books will be judged in the country to which they have been sent in order to stress their "Ambassador" value. Specific credit will be given for the winning schools in the countries where new Books Across the Sea societies are established. As more countries become represented in the Books Across the Sea exchange, scrap-books from those countries will become eligible for prizes similar to those offered for the British and American scrap-books.

Schools wishing to take part in this contest must register with the Books Across the Sea Society by February, 1946. Scrap-books eligible for the next contest, which will take place in the spring of 1946, must be made between September 1945 and April 1946.

The address for such inquiries is: Contest Editor, Books Across the Sea, Roy Publishers Prize Contest, Room 808, 25 West 45th St., New York 19, N. Y.

An Excellent List of Material For Intercultural Education

The Bureau for Intercultural Education recently published a 16-page list of *Publications on Intercultural Education for School and Community*. This is a catalogue of the books, pamphlets and bibliographies which the Bureau carries in its clearinghouse, for purchase by school people. It gives a brief annotation of 107 of the better printed materials on intercultural education. Copies of the list may be obtained by writing to the Bureau for Intercultural Education, 119 West 57th St., New York 19, N. Y.

Smith Appointed Assistant Director of Vocational Education

J. Warren Smith, formerly Director of the Program of Vocational Training for War Production Workers for the State Department of Public Instruction, has been appointed Assistant Director of the Division of Vocational Education, it was announced recently by State Superintendent Clyde A. Erwin. Mr. Smith, who will have his office at State College, will assist T. E. Browne, Director of the Division, in the administration and supervision of the total program of vocational education.

The same co-operative arrangement has been made with State College in the services performed by Mr. Smith as has been true in the case of Mr. Browne in the past several years, when Mr. Browne was both a member of the faculty of State College and Director of the Division of Vocational Education.

Prior to his coming with the Department in 1942 to head the Vocational Training for War Production Workers' Program, Mr. Smith was with the College. The relationship is now continued on a part-time basis.

Fun With Birds

Start an *Audubon Junior Club* in your class or youth group, because it's fun to know about birds—and all the rest of the outdoor world, too. Every Audubon Junior Club member receives a membership tag bearing the inscription, "Protector of American Wildlife," and a set of six illustrated, four-page bird leaflets describing the year 'round activities of a bird and the other living things upon which it depends for food and shelter. Each leaflet has a color plate and outline drawing to color. Every club receives *News On the Wing*, Junior Club paper (four issues a year); every teacher or adult leader who forms a club receives *Audubon Teachers' Guide*, a 96-page booklet with suggestions for club organization, club activities, field trips and information for clubs about bird migration, feeding birds, making bird houses, conservation—soil, how wildlife depends on it; water, lifeblood of the earth; forests, grasslands, swamps and marshes—and a general bibliography on natural history.

Ten or more boys and girls of elementary or secondary school age may form a club. The teacher or adult adviser sends combined club dues of ten cents per child to the National Audubon Society, 1006 5th Ave., New York 28, N. Y.

PLEASE NOTE: The bird leaflets come in two editions—Junior Education, large type and simplified text for grades below the sixth; Senior Education, smaller type and longer text for grade six and above. Be sure to state edition desired.

NCEA Merit Committee Adopts Principles

At a meeting of the North Carolina Education Association's committee for the study of merit rating systems held on November 10, the following principles were tentatively endorsed:

1. Be in harmony with a sound philosophy of education.
2. Assume that worth means mainly worth to children.
3. Be developed democratically, with all school personnel and other interested groups participating.
4. Be developed and examined from the point of view of every aspect of the school program.
5. Motivate teacher growth.
6. Make for retention of good teachers within the system.
7. Attract desirable candidates for the teaching profession.
8. Assume a single salary schedule idea.
9. Be in co-operation with, and administered by, the State Department of Education.
10. Not to be adopted until validated by experimentation.

The committee, which should not be confused with the commission appointed by the Governor under authorization of an act of the General Assembly of 1945 to study a merit rating system of paying teachers, is composed of the following members: W. A. McCall, chairman, Tapoco; Hattie Fowler, Lenoir-Rhyne College, Hickory; Carrie Dungan, Winston-Salem; D. H. Conley, Greenville, representing the superintendents; H. A. Helms, Raleigh, United Principals, and Mrs. Margaret McDermott, Winston-Salem, Classroom Teachers. The first three named members will serve in an advisory capacity to the commission set up by the Governor to study the merit rating system.

Retirement System Membership 65 Per Cent Teachers, Durham Says

The membership of the North Carolina Teachers' and State Employees' Retirement System is composed of around 65 per cent teachers, according to a statement by Baxter Durham made just prior to his resignation as executive secretary of the system.

Mr. Durham stated that there had been approximately 77,300 membership registrations, but, due to withdrawals of more than 20,600 the current membership was about 56,700. The total retirement fund is now about \$18,000,000, he stated further.

In addition to the regular retirement phase of the system, which permits members to retire at 60 years of age, special checks of nearly 300 a month go to persons, in the main teachers, who have attained the age of 65 years but are ineligible for membership because they were not teaching at the time the original law was enacted. Under the special law making provision for these payments the persons receiving these checks must have taught in the public school system at least 20 years and are not now engaged in a "gainful occupation."

Laws, Rulings and Opinions

Discipline on School Buses.

In reply to inquiry: I have your letter of October 31st, enclosing a letter from Mr. _____, Superintendent of Schools of _____ County, in which Mr. _____ states the question has arisen as to the right of a public school teacher who drives a bus to discipline, by inflicting corporal punishment, a child riding on the bus, and the extent to which such corporal punishment could go. Mr. _____ asks to be advised as to what a regular non-teaching bus driver and a combination teacher and bus driver can do to enforce the rules and regulations on a bus when the children violate the same.

You are familiar with the general rule enforced by our courts as declared in the case of *State v. Pendergrass*, 19 N. C. 365, to the effect that the law confides to school masters and teachers a discretionary power in the infliction of punishment upon their pupils, and will not hold them responsible criminally unless the punishment be such as to occasion permanent injury to the child or be inflicted merely to gratify their own evil passions. This case has been cited with approval by numerous cases, including the case of *State v. Stafford*, 113 N. C. 635.

This discretionary authority of a teacher over the pupils extends to enforcement of rules or discipline of the school on the school grounds, and in my opinion would likewise extend to pupils on a school bus on which the teacher was riding, either as a passenger or as a driver of the bus. The school children while riding on the bus are under the same degree of authority and supervision of the school authorities as they would be while on the school grounds during school hours or in the school rooms.

The rule of law stated by our court in *State v. Pendergrass* would be applicable to the authority of a school teacher in inflicting corporal punishment on a child while riding on a bus, and such punishment must be considered in the light of that decision in determining whether or not the punishment exceeded the authority of the teacher.

In my opinion, a non-teaching bus driver has no authority to inflict corporal punishment on school children while riding on the bus, but that in such cases as might be deemed necessary the conduct of the pupils justifying such punishment should be reported to the principal of the school for such discipline as might be deemed by him necessary. It is my opinion that a non-teaching school bus driver would, however, have authority to require proper conduct on the part of the pupils riding on the school bus, and in the event they persisted in conduct such as to endanger the safety of other pupils riding on the bus or make the presence of such pupils so offending intolerable, the driver of the bus would have the right to require such child to leave the bus, and report

the conduct to the superintendent. I do not think the law would permit a non-teaching bus driver to exercise the authority, however, of corporal punishment.

It is my opinion that the school authorities would have the right to adopt and enforce reasonable rules and regulations as to the conduct of pupils riding on the school bus to and from school.—Attorney General, November 1, 1945.

Injury to Child Not Riding on Bus; Amendment of 1945—House Bill 557

In reply to inquiry: A reference to the file in this matter shows that on May 5, 1945, you wrote this office a letter enclosing a letter signed by Mr. _____, Superintendent of Schools of _____ County. Mr. _____'s letter was dated May 1, 1945. In response to your letter this office on May 9, 1945, sent you an opinion to the effect that the State Board of Education has no legal authority to pay the claim mentioned in Mr. _____'s letter which arose by reason of an injury to a school child by a school bus under the circumstances related in the superintendent's letter.

On May 29, 1945, Mr. _____ wrote you another letter in regard to this claim, in which he made an amendment to the statement of facts, this amendment being in substance that the child was standing on the ground when the accident happened and that the operator of the school bus backed the bus so as to wedge her between the fender of her father's car and the school bus and thus caused the injury to the child's knee. On May 31, 1945, you wrote this office a letter which is the subject to this reply and enclosed both letters received in your office from Mr. _____, the superintendent of schools. You ask if the information furnished by Mr. _____ in his letter on May 29, 1945, in any wise changes the opinion which this office furnishes you on May 9, 1945.

The authority of the State Board of Education to pay compensation for injuries arising because of the operation of school buses is conferred under Article 49, Subchapter XXI, of Chapter 115 of the General Statutes. The section of this article which describes the type of accident or the condition under which injuries are sustained that may be compensated is 115-341 of the General Statutes. This section was amended by the General Assembly of 1945, the amendment being incorporated in H.B. 557, and more particularly in Section 3 of this bill, so that the section as revised now reads as follows:

"The State Board of Education is hereby authorized and directed to pay out of said sum provided for this purpose to the parent, guardian, executor, or administrator of any school child, who may be injured and/or whose death results from injuries received while such child is riding on a school bus to and from the public schools of the

State, or from the operation of said bus on the school grounds or in transporting children to and from the public schools of the State, medical, surgical, hospital, and funeral expenses incurred on account of such injuries and/or death of such child in an amount not to exceed the sum of six hundred and no one-hundredths dollars (\$600.00)."

It is to be noted that this statute permits compensation under three situations, which are as follows:

1. A school child who may be injured: "While such child is riding on a school bus to and from the public schools of the State."

2. A school child who may be injured: "From the operation of said bus on the school grounds."

3. A school child who may be injured by reason of the operation of a school bus "in transporting children to and from the public schools of the State."

It is plain that the General Assembly intended by using the phrase "in transporting children to and from the public schools of the State," to widen the scope and to create more liberal and additional grounds upon which the State Board of Education could pay claims for injuries to school children arising out of the operation of the school buses of the State. The first authorization as given above takes care of the situation where the child is a passenger on the bus and manifestly deals with the situation where the children are riding inside the bus. The second authorization given above deals with accidents on the school grounds and appears to be broad enough to cover injuries received by children both inside and outside of the buses, although this question is not now before us. The third authorization added by the General Assembly of 1945 was intended to take care of the situation where school children are injured when a bus is used in transporting children to and from the public schools of the State and causes an injury to a school child outside of the bus so long as the proximate cause of the injury is the operation of the bus in transporting children to and from the schools. This is the only interpretation that is reasonable and possible for this amendment as the other situation when the children are passengers has been provided for and has existed in the statute for some time.

I am of the opinion, therefore, that when a child is injured after it has been a passenger on a bus, and the injury occurs after it leaves the bus but because of the operation of the bus, that the State Board of Education is authorized to pay such claim. I am also of the opinion that if a child is injured immediately before it gets on a bus and while it is attempting to become a passenger on the bus for the purpose of being transported to school, that under this third addition to the statute the State Board of Education is likewise authorized to pay such claim. I think that two things must ap-

(Continued on page sixteen)

FROM THE PAST

5 Years Ago

(Public School Bulletin, December, 1940)

The question which will be discussed in this year's contest of the North Carolina High School Debating Union is: "Resolved, That the United States should adopt a policy of requiring one year of military training of all able-bodied men before they reach the age of 23."

The twentieth annual meeting of the North Carolina College Conference was held at Durham on November 6 and 7.

Twenty-seven administrative units, 16 county and 11 city, are now participating in the State-aid Adult Education Program.

The schools of Asheville and Buncombe County have just completed the first step in what is called "laying this democratic foundation" in an "Appreciate America" campaign.

Home economics departments have been steadily added in North Carolina until there are now 622 white and 132 Negro departments in the accredited high schools.

25 Years Ago

(Biennial Report, State Superintendent of Public Instruction, 1918-20)

The total number of teachers employed in the public schools for the year 1919-20 was 16,854.

The teachers of the State were never certificated before 1919-20, according to any uniform standard.

The average annual salary paid to city teachers last year was \$688.02, and to rural teachers, \$405.90.

The total enrollment for 1919-20 was 691,249, or an increase over the year before of 99,762 or 55 pupils for each new teacher added.

The average length of the school term for the white race for the year 1919-20 was almost seven months exclusive of all holidays, it being 136 days.

The school year 1919-20 is unique for the extensive building programs put into operation in the several counties and cities of the State.

The total number of trucks employed in the State last year was 247. These transported 7,936 pupils to school.

The total number of high schools teaching agriculture is 42; 13 of these were established last year.

Ban on Conventions Removed

The ban on conventions, group meetings and trade shows was removed October 1, according to a statement by the Office of Defense Transportation. It was said, however, that the lifting of the ban is not an invitation to travel, "nor can it be considered an assurance that transportation capacity will be available." Sponsors of conventions, group meetings and trade shows are asked to defer meetings whenever possible and to keep necessary meetings small until after the peak of the troop movement, which it is expected will come early next year.

"DON'T BE A KNOCKER: If

you work for a man, in heaven's name, work for him. If he pays wages that supply you your bread and butter, work for him, speak well of him, think well of him, stand by him, and stand by the institution he represents. I think if I worked for a man, I would work for him all the time. I would give an undivided service or none. If put to the test, an ounce of loyalty is worth a pound of cleverness. If you must villify, condemn, and eternally disparage why resign your position, and when you are outside damn to your heart's content. But I pray you as long as you are a part of an institution, do not condemn it. Not that you will injure the institution—not that—but when you disparage the concern of which you are a part, you disparage yourself."

—ELBERT HUBBARD.

LAWS, RULINGS AND OPINIONS

(Continued from page fifteen)

pear before such a claim is authorized:

(1) The school bus must be used in transporting children to and from the public schools of the State, and such a use must be in progress at the time the accident occurs; and (2) the proximate cause of the injury must flow from and arise because of the use and operation of the bus at the time the accident occurs. For example, if a child gets off a bus and starts across the road in front of same and the driver does not observe the child and strikes it, then the Board would be authorized to compensate such claim. As another example, if a child was attempting to become a passenger on a bus, in order to go to or from school, and is injured by the bus in such an effort, then I think the Board is authorized to compensate the parent or guardian for injuries sustained as provided by the act. This would not mean that the Board is authorized to pay any claim because of an injury arising from the action or negligence of some independent agency. For example, if a child alights from a bus and is struck by an automobile driven by some person traveling on the highway, then I do not think the Board would be authorized to pay such claim.

In view of the amendment of 1945, it is my opinion that the Board is authorized to pay the claim in this case. When I wrote the letter sent from this office on May 9, 1945, I did not know about or have before me the amendment of 1945 as contained in Section 3 of H.B. 557. A proper interpretation of this amendment will allow the payment of this claim, and you should disregard our letter of May 9, 1945, as the same is not controlling in this matter.—Attorney General, June 4, 1945.

FROM THE PRESS

Lenoir. Plans for a large-scale building program to bring the seven white consolidated schools up to date and to inaugurate a program of consolidation for the Negro schools will be formulated in the near future in co-operation with State Department of Education authorities, Supt. E. E. Sams told members of the School Masters Club for Lenoir and Jones counties at its first session Thursday evening (Oct. 25).

Wilson. A malarial disease survey has been started here and in the Wilson County schools in co-operation with the malarial control unit of the State Board of Health, Dr. Hamilton Stevens, city and county health officer, announced today (Oct. 24).

Greensboro. Senior high school has been approved for offering courses to veterans and a proposed special course will be set up for this purpose, it was announced late yesterday (Oct. 25) by Supt. Ben L. Smith, of the city schools.

Cabarrus. Carl A. Furr, superintendent of the Cabarrus County schools, has been signally honored by the president of the Department of Rural Education of the National Education Association by being asked to represent North Carolina on the South Atlantic committee of the department.

Rowan. The key to the untapped reserves of the universe is the public school system, Charles C. Erwin, superintendent of the Rowan County schools, told the Civitan Club Wednesday in a talk on the public school system in this "atomic era."

High Point. All High Point schools will participate in the observance of American Education Week, November 11-17.

Chapel Hill. Despite increases granted by the last General Assembly, the school teachers of North Carolina are still the poorest paid public servants in the State, Dr. Hugh Lefler of the History Department of the University of North Carolina, said at a meeting of the Chapel Hill Rotarians this week (Nov. 3) when officials and teachers of Chapel Hill school were special guests.

New Bern. Reports were distributed Monday and Tuesday (Oct. 29 and 30) to pupils in the seventh and eighth grades and also in the high school of New Bern schools.

Charlotte. Tentative plans for the establishment somewhere in the North Carolina mountains of a summer assembly grounds for teachers of the State were laid before the South Piedmont District Convention of the North Carolina Education Association in its convention here today (Nov. 1) the first since the beginning of the war.



Boys Wanted

WANTED: 23,000 boys, ages 15 to 18, to enter North Carolina public high schools for the purpose of receiving an education; returns good for those interested; four years work guaranteed. Apply to the high school principal in your neighborhood.

This is no trick ad. The records for 1943-44, according to H. C. West, statistician for the State Department of Public Instruction, show that there were 133,650 boys and girls enrolled in the public high schools of the State. Of this number, 78,316 were girls and 55,334 were boys, or 22,982 fewer boys than girls. In other words the proportion is 58.6 per cent girls to 41.4 per cent boys.

Furthermore, Mr. West shows that the enrollment in the elementary schools, grades 1-8, of the State is about equally divided among boys and girls for this same year, the percentages being 50.7 for boys and 49.3 for girls. For 1941-42, the latest figures available, the number graduating from high school for the nation was 46.1 per cent boys and 53.9 per cent girls. For North Carolina, however, the comparable figures were 39.9 per cent boys and 60.1 per cent girls.

It is evident, therefore, as these figures show, that boys drop out of high school much more rapidly than girls after they finish the elementary school. That the drop-outs were greater in 1943-44, it is believed, was because of work incentives and conscription for war services.

Hence this want ad for 23,000 boys.

Voting Restrictions in 13 Southern States Uncovered

The devices which keep the majority of Southern citizens away from the polls are uncovered by the South's leading editors and writers in a pamphlet, "Voting Restrictions in the Thirteen Southern States," with state-by-state surveys on election practices and regulations.

The reports show that in the thirteen Southern states, 27.9 per cent of the potential voters cast their ballots, compared to 61.9 per cent in the other 35 states. The three most general limitations brought to the light of day in the pamphlet are:

1. Arbitrary interpretation of complicated registration laws which allowed the exclusion of great numbers of the population;

2. The fact that in many states the election is actually decided by the Democratic primary election, in which Negroes are often not allowed to participate; and

3. The poll tax, which by its financial burden and the nuisance which it involves keeps many people from the polls.

Other difficulties in the way of voting include unreasonable location of voting places, and limited hours of voting, making it impossible for workers to get to the polls.

Readers of this bulletin may secure free copies of the attractively illustrated pamphlet from the Committee of Editors and Writers, 502 Chamber of Commerce Building, Atlanta 3, Ga.

Superintendents Recommend State Aid for Audio-Visual Education

A sufficient amount of money to be appropriated by the State on a matching basis to provide the capital necessary for a Statewide program of audio-visual education to meet minimum standards was recommended by the school superintendents at their annual conference held at Chapel Hill on November 30-December 1, 1945. A minimum of \$1.50 per pupil in average daily attendance was recommended as necessary to provide this capital.

The superintendents, in adopting the report of the work-shop report on visual education for North Carolina schools, also recommended that school systems be permitted to use available book rental funds for the immediate expansion of the program and that the State Board of Education make films, film strips and other suitable visual materials available on the same basis on which maps may now be procured.

Resolutions were adopted authorizing the president of the Department of Superintendents of the N.C.E.A. to appoint a committee of superintendents (1) to survey the offerings of teacher training institutions of the State, and (2) to make a survey of practices in financing audio-visual programs. Each of these committees are to make recommendations based upon their findings for the establishment of our adequate audio-visual education program for the State.

Highsmith Attends Meeting To Discuss High School Matters

Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the North Carolina State Department of Public Instruction and State Chairman of the Commission on Secondary Schools of the Southern Association of Secondary Schools and Colleges, attended a meeting of the Central Reviewing Committee of the Association's Commission on Secondary Education, which is composed of the state chairmen of the various states concerned, held at Gatlingburg, Tenn., on November 5-7, 1945.

According to Dr. Highsmith, the purpose of this meeting was to discuss matters relating to the work of the committee preparatory to the annual meeting of the Association which is scheduled to take place in March of this year. Among the topics discussed were the following:

1. The Function of State Secondary School Committees with Respect to Stimulating Negro High Schools to Become Approved by the Southern Association.
2. High School Credit for Military Service.
3. The Future Use of the Evaluation Criteria.
4. The Core-Curriculum and Its Concomitant Problems.
5. Revisions of Secondary School Standards, Particularly Library Standards.
6. Definition of Academic Subjects.
7. The Size of the High School.

In addition to these topics there was a discussion of many aspects of post-war education.

INTERESTING ARTICLES IN THIS ISSUE

| | |
|--|-----|
| Boys Wanted..... | 1 |
| Size of High School (Editorial)... | 3 |
| How North Carolina Ranks in Public Education..... | 4 |
| State School Facts..... | 8-9 |
| Survey Reveals Increase in Audio-Visual Equipment..... | 10 |

STATE OF NORTH CAROLINA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

January 10, 1946.

To Superintendents, Principals and Teachers,
Greetings:

Now is the time for making New Year's Resolutions. While we who are in school work may not feel the need of such a resolution, I believe that this is an opportune time to call attention to the fact that the instructional program in our public schools needs to be strengthened in the fundamentals.

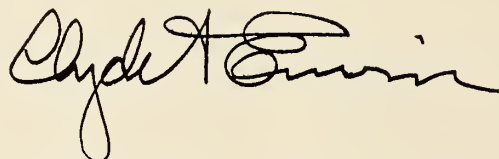
Much has been said recently about the training which our boys and girls receive in schools. We have had and are still having complaints from the colleges that our high schools are not thorough. Some of this criticism I know is not due to the schools, but rather the fault lies with the student himself. On the other hand, I am equally sure that the schools should assume the responsibility for training our boys and girls in the fundamental skills. Unless a child knows how to read with comprehension, he is forever handicapped. He will never be able to profit maximally from the instruction offered in other subjects. He will never be able to understand and to interpret the vast store of knowledge that has been set forth in textbooks and in printed material of all other kinds. Reading, then, is a tool subject; it is fundamental to success in school, and in life itself.

Perhaps we have not stressed reading with comprehension as much as we have reading for pleasure and appreciation. I believe, therefore, that more emphasis should be given by the schools to this matter, from the first grade on up through the twelfth grade. I believe also that the schools will increase in effectiveness when all our instruction is accompanied by this reading emphasis.

My thought for the New Year, therefore, to all those who have responsibility in the training of our youth is that, while much improvement has been made in the instructional program, a still better job can and should be done in the future.

My New Year's Wish is a better educational opportunity for all North Carolina youth through a more effective teaching program!

Very truly yours,



State Superintendent of Public Instruction.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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Editorial Comment

THE BEST HEALTH TEACHING

Statistics show that many children have defective vision. A majority of these children no doubt enter school with this handicap. There are others, however, who develop such defects or they become more pronounced during their stay in the primary grades as a result of poor lighting in the classroom, improper seating arrangements, or color of the walls. Poor lighting does not necessarily mean insufficient light; too bright lights are as equally as harmful to a child's eyes as dim lights. Then, too, eye strain may occur when a child is seated too far away from the blackboard or other objects to which his attention is directed, especially if the wall colors are not suitable. Still another factor affecting vision is the child's diet. Proper diet, it is said by doctors and nutritionists, is necessary for good vision.

There is also evidence to indicate that a good many school children have defective hearing. In a number of counties surveys of the children's hearing ability have been made and such remedies as are possible have been taken to improve the situation. Oftentimes a different seating arrangement will improve the instructional aspect of the classroom if no other remedy can be found.

And while speaking of seating, it should be pointed out that good posture is very essential in a school child's life. What kind of desks are used? Are they of the right height? It is said that there are actually some good posture desks on the market. Would it not be a good idea to equip all future classrooms with such desks? And wouldn't it be fine if we could arrange each child in the classroom according to his height, eyesight and hearing ability. But you say, we do not have sightmeters and hearing apparatus for testing the vision and hearing ability. Of course, this is the scientific way to approach the problem, but a good deal can be accomplished, if these things are not available or cannot be obtained, by the use of common sense and judgment.

Both principals and teachers should ascertain the situation as to these various matters in the classrooms of their schools. Bring up the question at the next teachers meeting. Maybe a county-wide survey, as is being done in Alamance County as to hearing, can be started. Or perhaps a sightmeter can be borrowed or purchased to test the lighting facilities. Proper lighting, proper seating arrangements, and proper diets all help to make better instruction in the classrooms. And they are the best kind of health teaching that can be given.

SIZE OF HIGH SCHOOLS

State School Facts for this month shows the following:

- 105 high schools having one and two teachers.
- 450 high schools having from three to five teachers.
- 345 high schools having from six to eleven teachers.
- 80 high schools having twelve or more teachers.
- 980 public high schools.

The divisions by county and city units and by race are indicated in table I of that section, if anyone is interested in that phase of these figures. Such examination is not necessary, however, for what we wish to say, which is that the high schools in the State should be larger if we expect to give our boys and girls the type of education that is necessary to meet the demands of the present age. More than half of these schools have fewer than six teachers.

The question arises: Can a satisfactory course of instruction be given in these small schools? The offerings must of necessity be confined to a restricted area, in most instances of a college preparatory type. If vocational subjects are included, one teacher for agriculture and one for home economics, then there is left only three teachers in the five-teacher school and two or one in smaller schools, to give instruction in the academic subjects. It has been pretty well established by a study of current practices and results that small schools cannot begin to fill the needs of those who will not go to college, to say nothing of the thoroughness of the instruction provided to those who plan to enter college.

A second question occurs: Can the schools as now located be made larger? There are two ways of obtaining larger schools, one by a gradual increase in enrollment and the other by a consolidation of existing high school facilities. The former method is slow and depends upon increased populations and fewer drop-outs of pupils before they reach high school. The latter method, that of consolidation, can be made effective during a relatively short period of time. The latter method is possible, we believe, in a good many of North Carolina county units. It may take some careful planning and explanation to patrons of the community where it is proposed to eliminate a high school, but this should prove no great obstacle. A good elementary school should be more greatly desired in any such community than an elementary and high school both of which are below the standard in efficiency. Some of these small high schools, it is true, are justified on the grounds of geographical situations, others perhaps on the basis of the transition that

THE PRINCIPAL

The school principal is a very important person. He is the leader of the teaching personnel of the school and community. A successful school in the long run is dependent upon the principal's leadership. And by leadership we don't mean a big "I" boss or a military-type dictator. On the other hand, we mean simply the chairman of the faculty group where conferences are held, where policies are decided upon, and where agreements are made for their execution. The principal is the executive officer of the school, and so is held responsible for the school's success. It is our opinion, therefore, when a school is successful that the principal should be given a longer tenure of office. At present the legal contract for principals is for one year. However, many principals stay in the same place for years, being re-elected automatically from year to year. This is evidence that he has been satisfactory; he has become an essential part of the community, and a necessary part of the successful school. We take off our hats to this faithful servant of the public. His name should be written high among those who have contributed to the welfare of the community and to the better education of boys and girls, the future citizens of the state and nation.

A SPLENDID ACCOMPLISHMENT

Our hat's off to the teachers and students of Highland School for Negroes of Gastonia for raising more than \$1,800 by classroom popularity contests, the money to be used for the purchase of equipment for the school band, for the school library and for other things connected with the school activities for which the budget makes no provision. According to a story in Friday's *Gazette* one room alone raised \$352.36.

In raising this fund the students and teachers, it is reported, had the close co-operation and support of the entire Negro community.

Gastonia's Negro public school is doing a splendid work not only in training the young people of that race in their pursuit of scholastic knowledge, but also in the desirable attributes of thrift, co-operation, liberality and school pride. The *Gazette* congratulates the school and all who had a part in this splendid piece of work.—*Shelby Star*, November 24, 1945.

is taking place in the organization, or for other reasons. On the other hand, we believe that consolidations can and should be effected in a good many instances.

HOW NORTH CAROLINA RANKS IN PUBLIC EDUCATION

(Based on a Study by Dr. Roy C. Woods, Professor of Education, Marshall College, Huntington, West Virginia)

| I. Need for Education | N. C. | S. C. | Va. | Tenn. | Ga. | Cal. | N. Y. |
|---|-------|-------|------|-------|------|------|-------|
| 1. Population..... | 11 | 27 | 17 | 15 | 13 | 4 | 1 |
| 2. Land area..... | 28 | 39 | 36 | 33 | 20 | 2 | 29 |
| 3. Population per square mile..... | 14 | 18 | 17 | 16 | 23 | 27 | 5 |
| 4. Median age of population..... | 46 | 48 | 34.5 | 34.5 | 41 | 1 | 3.5 |
| 5. Population between 5-24 years of age..... | 8 | 24 | 18 | 15 | 11 | 6 | 1 |
| 6. Composite rank..... | 14 | 34 | 23 | 20 | 15 | 2 | 1 |
| II. Ability to Pay for Education | N. C. | S. C. | Va. | Tenn. | Ga. | Cal. | N. Y. |
| 1. Estimated per capita income of population, 1940..... | 43 | 44 | 34 | 45 | 42 | 5 | 2 |
| 2. Assessed value of property subject to property taxes..... | 14 | 36 | 19 | 25 | 23 | 4 | 1 |
| 3. Per capita gross state debt..... | 37 | 31 | 13 | 32 | 14 | 41 | 43 |
| 4. Per capita gross local debt..... | 25 | 12 | 17 | 33 | 4 | 43 | 48 |
| 5. Savings and time deposits..... | 27 | 41 | 16 | 22 | 25 | 4 | 1 |
| 6. Number depositors in savings and time..... | 29 | 39.5 | 19 | 22 | 21 | 4 | 1 |
| 7. Income payments to individuals..... | 19 | 31 | 18 | 21 | 20 | 4 | 1 |
| 8. Median wages received..... | 40 | 45 | 35 | 39 | 46 | 3 | 5 |
| 9. Revenue per capita..... | 37 | 47 | 39 | 44 | 45 | 4 | 10 |
| 10. Per capita costs of local government..... | 42 | 44 | 40 | 41 | 46 | 2 | 1 |
| 11. Schools' indebtedness per pupil in A.D.A..... | 21 | 8 | 15 | 14 | 6 | 44 | 48 |
| 12. Interest payments per pupil in A.D.A..... | 24 | 25 | 10 | 17 | 3 | 44 | 48 |
| 13. Composite rank..... | 39.5 | 44.5 | 20 | 37 | 24.5 | 9 | 6 |
| III. State's Effort to Provide Better Schools | N. C. | S. C. | Va. | Tenn. | Ga. | Cal. | N. Y. |
| 1. Percentage of teachers who are male..... | 41 | 41 | 46 | 18 | 42 | 27 | 48 |
| 2. Population per capita expenditure for schools..... | 41 | 43 | 40 | 42 | 45 | 2 | 1 |
| 3. Enrollment per capita expenditure current expense..... | 42 | 45 | 40 | 43 | 44 | 2 | 1 |
| 4. Enrollment per capita expenditure outlay..... | 36 | 41 | 21 | 31 | 47 | 1 | 4 |
| 5. Current expense per pupil enrolled..... | 43 | 44 | 40 | 42 | 45 | 3 | 1 |
| 6. Average instructional salary..... | 36 | 46 | 37 | 39 | 43 | 2 | 1 |
| 7. School revenue per person 5 to 17 years..... | 41 | 44 | 40 | 42 | 46 | 2 | 1 |
| 8. Per cent receipts from state..... | 2 | 10 | 22 | 23 | 6 | 11 | 24 |
| 9. Expenditure per pupil in A.D.A..... | 43 | 45 | 40 | 42 | 44 | 2 | 1 |
| 10. Average number of days school in session..... | 42 | 43 | 10 | 41 | 44 | 18.5 | 3 |
| 11. Per cent pupils transported..... | 1 | 28 | 5 | 24 | 12 | 39 | 40 |
| 12. Per cent transportation cost is current expense..... | 20.5 | 18 | 11 | 18 | 14 | 45.5 | 45.5 |
| 13. Annual cost per pupil in A.D.A. current expense and interest..... | 44 | 43 | 41 | 42 | 45 | 2 | 1 |
| 14. Composite rank..... | 39 | 48 | 29 | 41 | 41 | 2 | 7 |
| IV. Drawing and Holding Power of the School | N. C. | S. C. | Va. | Tenn. | Ga. | Cal. | N. Y. |
| 1. Per cent 25 and over who completed no school..... | 41 | 45 | 39 | 34 | 42 | 22.5 | 40 |
| 2. Per cent 25 and over who completed five years or less..... | 42 | 47 | 41 | 39 | 45 | 16 | 28 |
| 3. Per cent 25 and over who completed high school..... | 41 | 45 | 37 | 39 | 42 | 1 | 27 |
| 4. Per cent 25 and over who completed college..... | 32 | 17.5 | 24 | 44 | 42.5 | 1 | 5.5 |
| 5. Per cent 5 to 24 attending school..... | 43 | 44 | 46 | 45 | 47 | 4 | 13 |
| 6. Median number of years completed..... | 43 | 47 | 41 | 40 | 45 | 2 | 28 |
| 7. Number enrolled in high school per 1,000 between ages 14-17..... | 27 | 43 | 37 | 44 | 41 | 3 | 9 |
| 8. Per cent enrollment in high school..... | 33.5 | 41 | 40 | 44 | 43 | 7 | 2 |
| 9. Number pupils in A.D.A. per teacher..... | 48 | 28 | 43.5 | 31 | 36.5 | 31 | 23 |
| 10. Number days each pupil enrolled attended..... | 30 | 42 | 13 | 39 | 43 | 33 | 15 |
| 11. Ratio pupils enrolled to population 5-17 years of age..... | 18.5 | 24 | 20 | 26 | 15 | 6 | 8 |
| 12. Per cent pupils enrolled attending daily..... | 6 | 38 | 22.5 | 35 | 36 | 41.5 | 33.5 |
| 13. Composite rank..... | 38 | 43 | 37 | 40 | 44 | 7 | 16.5 |
| V. Composite Ranking on Four Categories | 35 | 48 | 27 | 40 | 34 | 1 | 2 |

Guidance Briefs Issued

Guidance Briefs, Vol. I, No. 1, for December 1945, a three-page mimeographed bulletin, has been issued by the Occupational Information and Guidance Service of the Division of Vocational Education of the State Department of Public Instruction. This first number of *Guidance Briefs* has been mailed to school counselors and principals having a program of guidance in their schools. Others interested may request that their names be added to the mailing list to receive this bulletin.

As the name implies, *Guidance Briefs* undertakes to keep those schools interested in guidance posted as to what is going on in the State and nation in the field of occupational information and guidance. It will also serve as "a medium of exchange of ideas and practices in guidance among school counselors and others engaged in guidance activities."

Schools to Continue Student Savings Program

More schools than ever before are planning a peacetime classroom savings program. For some this means a return to their prewar bank plan. For thousands of others it means continuance of Stamp Day and new emphasis on lessons in personal money management and government financing so that boys and girls may realize the advantage of regular saving and may become interested shareholders in their government.

War bonds and stamps will continue on sale under the name of U. S. savings bonds and stamps. A weekly Savings Day in every school will give an opportunity for 30,000,000 young Americans to strengthen their habits of thrift by the steady purchase of stamps or by regular deposits in their school banks toward eventual ownership of "a share in America."

Want Ads Reveal Interesting Facts

The want ads from an edition of one of the State's leading daily newspapers reveal some interesting facts concerning the payments made to those who erect school buildings as compared with those who are employed to teach in the buildings.

"WANTED—25 brick masons for work on Beaufort, N. C., High School. Rate, \$1.75 per hour, time and one half for overtime; five months steady work," one ad reads.

"WANTED—First and third grade teachers, Pactolus School. Begin work immediately," another ad reads, with no mention of salary. It is generally understood, however, that the salary, unless otherwise stated, will be in accordance with the State standard salary schedule, which in such instances ranges from \$125 to \$167 monthly when the teacher holds a Class A certificate, or from \$143 to \$187 monthly in case the person holds a graduate certificate.

In other words, a simple calculation will show that the person who applies for and gets one of the 25 jobs in answer to the first ad will receive \$300 per month or \$1,500 for five months steady work, whereas the person who takes the position in response to the second ad will receive \$1,503 for nine months work, if he is a college graduate with ten years experience. However, if he should have taken a year of college training beyond college graduation and has had eleven years experience he would receive \$1,683 for his nine months service. If, on the other hand, this teacher worked only five months he would receive \$835 or \$935, depending on his training and experience.

Library Planning Conference Held

A library planning conference was held at the Atlanta-Biltmore Hotel, Atlanta, Ga., October 18-23. The conference group was composed of the Library Committee of the Southern Education Association, State Library Supervisors, teachers of library science in colleges and universities, and other invited personnel, including Miss Mildred L. Batchelder from the American Library Association and Miss Nora Buest of the United States Office of Education. North Carolina was represented at this conference by Dr. J. Henry Highsmith and Mrs. Mary Peacock Douglas of the State Department of Public Instruction.

The conference issued reports on in-service education, being the report of the State Library Supervisors Group, Standards for High School Libraries in Southern Association Schools, and Standards for Training in School Library Service. In addition to these reports the library report form to be used by all member schools in the Southern Association was revised and prepared for immediate use.

The conference was financed by the General Education Board.

Educational Facilities Bill Introduced in Congress

"A bill to provide, through aid to the states, for surveys of the need for public educational plant facilities, for the preparation of drawings and specifications for such facilities, and for their construction" is the title of H.R. 4499 introduced in Congress by Representative Matthew W. Neeley on October 25, 1945, and referred to the Committee on Education.

This bill provides for financial aid to the states in the form of grants for the following purposes:

1. To make a *three-year survey* of plant needs. Under the section of the bill making this provision each state would receive a lump sum of \$12,500 and additional amounts based upon area and population, ages 5-24. Under this section North Carolina would receive a total of \$123,044.

2. To provide for a *five-year program* of preparing drawings and specifications. This section of the proposed law would require equal matching with state and/or local funds. Under this section North Carolina could receive a maximum of \$1,326,125.

3. To provide for a *seven-year program* of acquisition, construction or improvement of public educational plant facilities. Amount apportioned to the states under this section of the proposed law would be according to a formula based on population, ages 5-24, and the per capita net income of the states. Under this section North Carolina could receive a total of \$61,329,000 with the minimum expenditure of \$40,886,000 from State and local funds.

In other words, this bill, if enacted into law as now written, would provide for a \$100,000,000 seven-year program of school building in North Carolina with additional amounts for preliminary survey and preparation of plans. The bill is designed to stimulate the construction of educational facilities. It has the endorsement of U. S. Commissioner of Education J. W. Studebaker, the National Council of Schoolhouse Construction, and other groups.

Pamphlet for Social Studies Reviewed

Congress at Work. Revised edition, 32 pp., illustrated; 15c per copy, 10c each for ten or more copies to one address. Scholastic Magazines, 220 East 42nd Street, New York 17; N. Y.

A comprehensive story of how our laws are made and of the men who make them. Teachers will be particularly interested in the organization of material, its graphic presentation and the use of the game technique in showing how a bill goes through Congress. The book includes a primer of political and congressional terms, a description of a congressman's work; many detailed charts and pictographs illustrating duties of executives and departments; how pressure groups work, etc.

Teaching Device for English Teachers Published

A new guidance and teaching device of special value for English teachers has just been published by *Scholastic Magazine* for the English Section of the Metropolitan School Study Council. It is a basic chart, "Profile of Communications Skills," devised by a group of practical teachers and educators. The purpose of the "Profile" is to help teachers evaluate students' abilities, strengths and deficiencies in various factors of reading, writing, speaking and listening by standard criteria.

The "Profile" is planned as a cumulative record of improvement for each student and differs from other methods in that it is partly designed to assist the students of self-analysis of his potentialities and progress.

Education Fights Poliomyelitis

■ The power of education gave added strength to the fight against poliomyelitis last year. As a part of its educational campaign, the National Foundation for Infantile Paralysis broadened public knowledge of the disease through newspapers, magazines, booklets, leaflets, moving pictures and radio broadcasts.

In the schools, teachers played a vital role in the battle against polio by their educational work with students. At home, parents helped combat the disease by acquiring and sharing with their families the information on polio made available by the National Foundation.

The National Foundation appropriated more than \$2,000,000 for educational and training programs on professional and public levels. More than half these appropriations were for scholarships in physical therapy. A serious national shortage of qualified physical therapists developed early in World War II and still persists.

Living up to its pledge that "no victim of polio shall go untreated for lack of funds, regardless of age, race, creed or color," the National Foundation sent nearly \$1,000,000 in emergency aid to epidemic areas, supplementing the dwindling funds of local chapters.

Poliomyelitis is one of the most expensive diseases known to medicine. Many victims of past epidemics must receive continuing care, sometimes for several years. Each year's outbreaks add new names to the steadily growing list. Hospitalization for a single patient costs more than \$2,500 per year. Very few family budgets can stand such a strain.

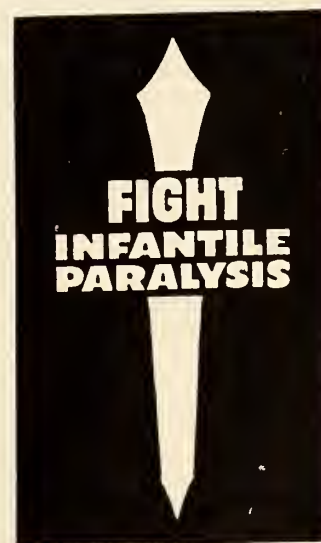
The Foundation, in its eight-year history, has appropriated over \$8,000,000 for education and research; for research toward the goal of a preventive and a cure for infantile paralysis, for the training of physicians, nurses, physical therapists, medical social workers and others in modern methods of treating and helping polio victims, for a broad program of education—a never-ending campaign to give the facts about polio to the people of America.

Bulletin on Audio-Visual Aids Issued by Division Of Instructional Service

A five-page mimeographed bulletin entitled "Some Questions and Answers on Auditory and Visual Aids" was recently issued by the Division of Instructional Service of the Department of Public Instruction. The bulletin, which was prepared by Dr. H. Arnold Perry, includes a total of 14 questions as to what are audio-visual aids, how do they contribute to learning, what does it cost to install and operate various types of audio-visual equipment, etc. To each of the 14 questions a full and complete answer is given. A copy of the bulletin may be obtained free from the Department.

The fight is costly and grows more costly as the National Foundation expands all phases of its activities and meets the cost of polio epidemics.

Of all contributions in any county to the annual March of Dimes conducted January 14-31 by the National Foundation, half is retained by the local chapter for special equipment, hospitalization, transportation, treatment and care of polio patients. The other half goes to the national organization for research, education and emergency aid in epidemics.



MARCH OF DIMES
JANUARY 14-31

State Board Adopts Policy Regarding Surplus Property

The State Board of Education, at its regular December 5, 1945, meeting, decided "that as a matter of policy it would be wise to strengthen the facilities of the Division of Purchase and Contract rather than set up a parallel organization" in its effort to clarify its policy regarding the acquisition and distribution of surplus government property. In the adoption of this policy the Board approved the following statement as prepared by its Purchasing Committee:

"1. That in the opinion of the State Board of Education the acquisition and distribution of surplus property, including the dissemination of information concerning its availability, is properly the function of the Division of Purchase and Contract.

"2. That the State Board of Education, through its existing organization, will support in any feasible way the efforts of the Division of Purchase and Contract in co-ordinating the needs of the public schools with the availability of surplus property.

"3. That the State Board of Education doubts seriously the wisdom or propriety of its entering into any elaborate system of warehousing and distribution of surplus property, but recognizes the possibility that certain items, which should be limited to those which are paid for from the State Public School Fund, may profitably be brought into a central place for redistribution. In such cases, however, quantities purchased should be limited to previously established needs of the several using county and city systems.

"4. That the State Board of Education recommends that all transactions involving property to be paid for from county or local funds, be based upon firm commitments and placed on the cash-in-advance basis.

"5. That the State Board of Education recognizes the large volume of work incident to the distribution of surplus property to all State agencies, as well as the public schools. It believes that as a matter of policy it would be wise to strengthen the facilities of the Division of Purchase and Contract rather than set up a parallel organization."

Brotherhood Week Observed February 17-24

The National Conference of Christians and Jews announces the 13th annual observance of national Brotherhood Week to occur February 17-24, 1946. The theme is: "In Peace As In War—Teamwork." Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 4th Avenue, New York 16, N. Y. Materials are adapted to age levels in the schools. Plays, comics, posters, book lists and other types of literature are available.

Books About North Carolina Listed

A list of books about North Carolina ranging from *Animal Tales from the Old North State*, by Cobb and Hicks, to *River Rising*, by Skidmore, has been prepared by Mrs. Mary Peacock Douglas, School Library Adviser in the State Department of Public Instruction. The list also includes a "Additional References" of books and magazines which are devoted to North Carolina topics of discussion. The list has been printed in the N.C.E.A. *Library Book Catalogue*, 1945-46, but persons desiring the mimeographed sheet may write to Mrs. Douglas for a copy.

Recommendations Are Made Relative to Hard-of-Hearing Child

The Joint Committee on Health Problems in Education of the National Education Association adopted the following recommendations relative to problems of the hard-of-hearing child at its 1945 meeting held recently in Chicago:

1. That the program for conservation of the hearing of school children be an integral part of the school health program.

2. That the State Department of Health, the State Department of Education, and the State Medical Society of each state co-operate in formulating a practical, economical and standardized program for conservation of the hearing of school children. Competent supervision should be available to insure adequacy and uniformity of the program.

3. That instruction in the conservation of hearing be included in college courses required for the training of teachers and nurses.

4. That the program in each state be uniformly applied in the public, parochial and private schools.

5. That schools adopt definite plans for the testing of pupils, for securing the treatment of children with defective hearing, and for special education for those with hearing losses.

6. That audiometers be owned by school districts having a school enrollment of 600 or more, and that the state furnish them for use in the smaller districts with limited budgets.

7. To insure uniformity and accuracy, that only audiometers accepted by the Council of Physical Medicine of the American Medical Association be used, and that only properly trained persons make the tests.

8. That schools educate children to avoid colds and other respiratory infections and to give proper care to the ears.

Lack of Training Hinders Farm Production

A lack of training of the farming population of North Carolina, was stated by Prof. Selz C. Mayo of State College in an article appearing recently in *Research and Industry*, published quarterly by the N. C. Agricultural Experiment Station, to be a major liability in the use of the best scientific methods of farming.

According to Professor Mayo, "a large number of illiterate or near-illiterate people certainly will not contribute to a rapid advance in levels of living." Professor Mayo cites figures from the 1940 census showing that there were 140,563 functional illiterate adult persons, those who have completed less than four grades in school, living on farms in North Carolina. This State, with 20.9 per cent of its farm population in this category, ranks 40th in this respect. On the basis of color 14.7 per cent of the white and 38.8 per cent of the non-white farm population fall in this group.

There is one hopeful aspect of the situation as shown by the fact that each younger age group shows a smaller percentage of functionally illiterate. For example, only 116 persons of each 1,000 in the age class 25-29 dropped out of school before completing the fourth grade as compared with 245 per 1,000 in the 50-54 age group.

On the basis of his study of farm population, Professor Mayo concludes:

1. That there is a great need of an adult education program.

2. That educational materials carefully prepared by persons and agencies in places of leadership should be made available to farm men and women.

3. That a program to eliminate the dropping out of school of boys and girls should be started.

Former Staff Member Resigns College Presidency

H. L. Trigg, formerly inspector of Negro high schools for the State Department of Public Instruction and president of the Elizabeth City State Teachers College since October 11, 1939, resigned from that position. It was announced by the chairman of the board of trustees, George R. Little, on November 23, 1945.

President Trigg resigned as college head to accept a position as associate executive director of the Southern Regional Council, Inc., operating in 13 Southern states, the objectives of which include the improvement of economic, civic and social conditions in the South. He will have his headquarters in Atlanta, Ga.

Dean S. D. Williams was elected to succeed Trigg as president of the college, it was announced at the same time. Dean Williams has been with the college since 1930. He holds degrees from the University of Atlanta and from Columbia.

Greensboro School Holds Better Citizenship Clinic

The Central School of the Greensboro city system recently held what was called a Youth Clinic comprising a series of character education programs looking toward the building of better citizenship ideals and practices among boys and girls of that institution. The theme of the program was "Together We Build."

This series of programs, which was carried out under the leadership of the principal, Luther R. Medlin, is an example of what schools may do in providing "character training," or "moral or social fitness training," to boys and girls. First, there was held a four-day clinic, an assembly each day, and a discussion group each day. Topics were discussed by able guest speakers followed by discussion groups led by competent youth leaders. Various fact-finding committees were appointed to work at different subjects. An effort was made to secure maximum student participation.

Some of the topics discussed were:

1. The evils of alcohol.
2. Moral and social fitness.
3. Mental and physical fitness.
4. Dependability and friendliness.
5. Desirable characteristics.
6. Making decisions.

Listed as outgrowths of the clinic were: (1) "a growing awareness on the part of pupils that making choices is of vital importance in the matter of character development, (2) A realization that each individual must practice daily the right kind of habits if he or she wishes to enrich character, (3) An extra assembly each week for three weeks to have discussed certain aspects of character that come up in the discussions, and (4) three of the schools 'bad boys,' on their own initiative, washed all bad words from the wash room walls."

34 Schools Provide Training In Diversified Occupations

Thirty-four North Carolina schools, 24 white and ten Negro, provide training in diversified occupations, it is learned from George W. Coggin, State Supervisor of Trade and Industrial Education, State Department of Public Instruction. This training in diversified occupations, Mr. Coggin stated, is provided to students who get shop experience in industry on practical jobs and the technical information related to the job in school. The school offers training opportunities in the trades located in the communities, thus resulting in direct co-operation between industry and education.

The 34 schools now offering this training are located in 28 North Carolina towns and cities, all except two in the city school administrative units. This instruction in these schools is being given by 36 teachers, two schools having two teachers each, it is learned.

Board Passes Resolution Favoring Further Consolidation

At the regular meeting of the State Board of Education held December 6, 1945, a resolution was passed and directed to be sent to county and city superintendents which favored further consolidation of the schools of the State. This resolution was divided into two parts, as follows:

"1. That county boards of education and boards of trustees for city administrative units are urged to make a survey of their respective units in order to determine whether further consolidation is needed for a more adequate, efficient and economical school program.

"2. That, effective with the 1946-47 school year, the State Board of Education expects available funds will make it necessary to revert to its prewar standard, as a minimum in the allotment of teachers for small schools to be paid from State funds."

New Study of Library Service In Public Elementary and Secondary Schools Announced

The U. S. Office of Education, Federal Security Agency, has just released a study of public-school libraries for 1941-42. This is the most recent compilation of library statistics since the last previous study in 1934-35.

The present study is the second report of comprehensive statistics of public elementary and secondary school libraries to appear as a separate study and is known as "Statistics of Public-School Libraries, 1941-42." It is chapter VIII of Vol. II of the *Biennial Survey of Education in the United States, 1938-40 and 1940-42*. The present study of 54 pages, containing six graphs and 35 statistical tables, presents many facts regarding the status of the public-school libraries during the school year 1941-42.

Copies of "Statistics of Public-School Libraries, 1941-42" may be obtained by purchase at 15 cents each from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

How to Run a Film Library

Appreciating the need for a functional manual on the mechanics of operating a 16-mm. classroom film library, Encyclopedia Britannica Films, Inc., 20 Wacker Drive, Chicago 6, Ill., has published "How to Run a Film Library," for use by school film librarians.

The book is designed to help improve procedures so that better and more frequent use of films will be possible.

"How to Run a Film Library" is prepared in four general sections:

1. Forms for operating procedures.
2. Film storage.
3. Care, maintenance and repair of films.
4. How to offer more technical help to the film user (teacher).

The book is a "visual aid." Practically every function of the film library is visualized in pictures, samples, diagrams, charts, miniatures, and the like. A "blueprint" in film form of a film rack for projection on a blackboard is included, from which a manual training department can build the racks.

Personalized, complimentary copies have been earmarked for visual instruction directors and directors of school film libraries. Distribution is being made through Encyclopedia Britannica Films franchised representatives. The manual is priced at 50 cents.

Home Economics Association Holds Annual Meeting

The two-day annual meeting of the North Carolina Home Economics Association was held November 30 in Raleigh. "Improvement of Family Living the World Over" was the theme of the year's program.

Following a business meeting Dr. Mildred I. Morgan, Family Life Education Co-ordinator, Asheville, led a discussion on "Present Problems and Adjustments of the American Family." Dr. Mildred Tate, family life specialist at Virginia Polytechnic Institute, spoke on "Improvement in Family Living the World Over." Departmental meetings on home economics in business, farm security, college and university research, and high school teaching were also held.

What a Classroom Should Be Like

In a signed statement in the December number of *News of Childhood Education*, Prof. James S. Tippet of the University of North Carolina sets forth what he thinks a classroom should be like, as follows:

Bright, colorful, pleasant, healthful, clean, orderly.

Equipped adequately with movable furniture, filing cabinets, shelves, bulletin boards, easels, closets, instruments for music and rhythm, wash-basins, running water, outlets for electric current; with work-bench, tools, books on varying levels of difficulty and on varied themes of interest to children, audio-visual aids.

Well supplied with materials such as paints, paper, clay, wood, cloth, science apparatus, paste, papier-mache, all indispensable for creative, illustrative activities.

Showing evidence of children's work: exhibits and collections, classified, labeled and arranged attractively; experience charts based on firsthand contacts; growing plants and animals; products of varied activities.

With an emotionally stable expert teacher and not more than thirty children, properly grouped for, and doing, effective co-operative work.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

Secondary Schools

Table I

The number of public high schools in the State for white and Negro youth increased almost consistently from 1930-31 to 1943-44, when due to the transition from a 7-4 plan of organization to an 8-4 plan there was a decided decrease in the number. Of course, coupled with this transition in organization was the actual decrease in high school enrollment. This latter fact, however, has had a greater bearing on

the size, resulting in a noticeable decrease in the two larger size groups based on number of teachers, a slight increase in the average size school, and a slight decrease in the smallest schools.

In the case of schools for white children in county units the increase in the number of small schools stands out with a number, 57, greater than at any time since 1932-33 when there were 59. Evidently a reorganization of schools in city units caused an elimination of 18 of the 19 small schools in these units

I. NUMBER OF HIGH SCHOOLS

| YEAR | WHITE | | | | | | | | | | | | | | |
|----------|--------------|------|-------|--------------|------|-------|---------------|------|-------|----------------|------|-------|--------|------|-------|
| | 1-2 TEACHERS | | | 3-5 TEACHERS | | | 6-11 TEACHERS | | | 12 OR MORE Tr. | | | TOTAL | | |
| | County | City | Total | County | City | Total | County | City | Total | County | City | Total | County | City | Total |
| 1930-31 | 82 | 1 | 83 | 376 | 17 | 393 | 164 | 45 | 209 | 14 | 37 | 51 | 636 | 100 | 736 |
| 1931-32 | 48 | | 48 | 412 | 24 | 436 | 138 | 42 | 180 | 9 | 44 | 53 | 607 | 110 | 717 |
| 1932-33 | 59 | 1 | 60 | 401 | 19 | 420 | 146 | 47 | 193 | 12 | 43 | 55 | 618 | 110 | 728 |
| 1933-34 | 39 | 3 | 42 | 415 | 15 | 430 | 175 | 29 | 204 | 7 | 40 | 47 | 636 | 87 | 723 |
| 1934-35 | 47 | 2 | 49 | 402 | 14 | 416 | 180 | 27 | 207 | 8 | 45 | 53 | 637 | 88 | 725 |
| 1935-36 | 33 | 3 | 36 | 395 | 13 | 408 | 204 | 28 | 232 | 9 | 48 | 57 | 641 | 92 | 733 |
| 1936-37 | 35 | 3 | 38 | 381 | 11 | 392 | 214 | 26 | 240 | 15 | 52 | 67 | 645 | 92 | 737 |
| 1937-38 | 36 | 2 | 38 | 373 | 10 | 383 | 227 | 26 | 253 | 14 | 55 | 69 | 650 | 93 | 743 |
| 1938-39 | 23 | 1 | 24 | 372 | 9 | 381 | 240 | 27 | 267 | 18 | 56 | 74 | 653 | 93 | 746 |
| 1939-40 | 20 | 2 | 22 | 350 | 8 | 358 | 263 | 27 | 288 | 22 | 61 | 83 | 653 | 98 | 751 |
| 1940-41 | 13 | 1 | 14 | 335 | 10 | 345 | 282 | 24 | 306 | 27 | 65 | 92 | 657 | 100 | 757 |
| 1941-42 | 41 | 9 | 50 | 397 | 8 | 405 | 287 | 25 | 312 | 27 | 66 | 93 | 662 | 101 | 763 |
| 1942-43 | 25 | 19 | 44 | 301 | 18 | 319 | 311 | 25 | 336 | 30 | 66 | 96 | 687 | 121 | 808 |
| 1943-44* | 57 | 1 | 58 | 327 | 12 | 339 | 265 | 24 | 289 | 7 | 57 | 64 | 656 | 94 | 750 |

NEGRO

| Year | 35 | 33 | 48 | 26 | 25 | 51 | 7 | 12 | 19 | 2 | 6 | 8 | 7 | 56 | 126 |
|----------|----|----|----|----|----|-----|----|----|----|---|----|----|-----|----|-----|
| 1930-31 | | | | | | | | | | | | | | | |
| 1931-32 | 31 | 11 | 42 | 34 | 29 | 63 | 8 | 14 | 22 | 1 | 6 | 7 | 74 | 60 | 134 |
| 1932-33 | 29 | 13 | 42 | 43 | 30 | 73 | 11 | 13 | 24 | 2 | 6 | 8 | 85 | 62 | 147 |
| 1933-34 | 62 | 8 | 70 | 52 | 25 | 77 | 11 | 15 | 26 | 1 | 6 | 7 | 126 | 54 | 180 |
| 1934-35 | 63 | 6 | 69 | 59 | 27 | 86 | 10 | 14 | 24 | 2 | 8 | 10 | 134 | 55 | 189 |
| 1935-36 | 61 | 11 | 72 | 60 | 22 | 82 | 19 | 18 | 37 | 3 | 8 | 11 | 143 | 59 | 202 |
| 1936-37 | 54 | 10 | 64 | 72 | 25 | 97 | 18 | 19 | 37 | 3 | 8 | 11 | 147 | 62 | 209 |
| 1937-38 | 42 | 8 | 50 | 68 | 23 | 91 | 29 | 19 | 48 | 3 | 11 | 14 | 142 | 61 | 203 |
| 1938-39 | 46 | 6 | 52 | 77 | 25 | 102 | 28 | 22 | 50 | 4 | 9 | 13 | 155 | 62 | 217 |
| 1939-40 | 41 | 5 | 46 | 80 | 25 | 105 | 35 | 25 | 60 | 4 | 9 | 13 | 160 | 64 | 224 |
| 1940-41 | 38 | 2 | 40 | 79 | 21 | 100 | 42 | 28 | 70 | 4 | 12 | 16 | 163 | 63 | 226 |
| 1941-42 | 33 | 3 | 36 | 79 | 26 | 105 | 52 | 26 | 78 | 3 | 12 | 15 | 167 | 67 | 234 |
| 1942-43 | 44 | 6 | 50 | 80 | 27 | 107 | 55 | 25 | 81 | 5 | 14 | 19 | 185 | 72 | 257 |
| 1943-44* | 30 | 8 | 47 | 86 | 25 | 111 | 38 | 18 | 56 | 3 | 13 | 16 | 168 | 64 | 230 |

in 1942-43, or else there were errors in reporting the number in this group.

As will be observed, the majority of North Carolina high schools have from 3 to 5 teachers, 339 for white children and 111 for Negroes. The second-largest number have from 6 to 11 teachers, in this case 289 for whites and 56 for Negroes. Or looked at from another angle, a total of 555 schools, 397 for whites and 158 for Negroes, have only five teachers or less. This is more than half of the total number of high schools.

A further examination of table I will indicate that the determining factor in this situation is in the county schools, where density of population, geographical conditions and other factors govern the location of high schools.

Tables II and III

Tables II and III show the location of the public high schools in operation during 1943-44 as to county and city units.

As table II shows, the 57 smallest

II. NUMBER OF HIGH SCHOOLS TAUGHT, 1943-44—COUNTY UNITS

| COUNTY | BY NUMBER OF TEACHERS | | | | | | | | | | Total High Schools |
|----------------|-----------------------|---------------|---------------|------------|-------|------------|---------------|---------------|------------|-------|--------------------|
| | WHITE | | | | | NEGRO | | | | | |
| | One to Two | Three to Five | Six to Eleven | 12 or More | Total | One to Two | Three to Five | Six to Eleven | 12 or More | Total | |
| Alamance..... | 1 | 5 | 4 | .... | 10 | 1 | .... | 2 | .... | 3 | 13 |
| Alexander..... | 1 | .... | 3 | .... | 4 | .... | 1 | .... | .... | 1 | 5 |
| Alleghany..... | .... | 2 | .... | .... | 2 | .... | .... | .... | .... | .... | 2 |
| Anson..... | .... | 5 | 1 | .... | 6 | 1 | 3 | .... | .... | 4 | 10 |
| Ashe..... | 2 | 7 | .... | .... | 9 | .... | .... | .... | .... | .... | 9 |
| Avery..... | .... | .... | 3 | .... | 3 | .... | .... | .... | .... | .... | 3 |
| Beaufort..... | .... | 1 | 4 | .... | 5 | 1 | 1 | .... | .... | 2 | 7 |
| Bertie..... | 1 | 5 | 1 | .... | 7 | .... | 1 | 2 | .... | 3 | 10 |
| Bladen..... | .... | 2 | 3 | .... | 5 | .... | 1 | .... | .... | 4 | 10 |
| Brunswick..... | .... | 4 | .... | .... | .... | 1 | .... | .... | .... | .... | 4 |
| Burke..... | 1 | 6 | 14 | .... | 21 | .... | .... | 1 | .... | 1 | 21 |
| Buncombe..... | 1 | 2 | .... | .... | 4 | .... | .... | .... | .... | .... | 4 |
| Cabarrus..... | .... | .... | 6 | .... | 6 | .... | .... | .... | .... | .... | 6 |
| Caldwell..... | .... | 4 | 3 | .... | 7 | .... | .... | .... | .... | .... | 7 |
| Camden..... | 2 | .... | .... | .... | 2 | 2 | .... | .... | .... | .... | 4 |
| Carteret..... | 1 | 3 | 2 | .... | 6 | 1 | 1 | .... | .... | 2 | 2 |
| Caswell..... | .... | 4 | 1 | .... | 5 | .... | 1 | .... | 1 | 1 | 6 |

| CITY | BY NUMBER OF TEACHERS | | | | | | | | | | Total | Total High Schools | Total | Negro | One to Two | Three to Five | Six to Eleven | 12 or More | Total | CITY | | |
|-----------------------|-----------------------|---------------|---------------|------------|-------|------------|---------------|---------------|------------|-------|-------|--------------------|-------|-------|------------|---------------|---------------|------------|-------|------------------|-----|-----|
| | WHITE | | | | | NEGRO | | | | | | | | | | | | | | | | |
| | One to Two | Three to Five | Six to Eleven | 12 or More | Total | One to Two | Three to Five | Six to Eleven | 12 or More | Total | | | | | | | | | | | | |
| Albemarle..... | 1 | ..... | 1 | ..... | 1 | 1 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | Columbus..... | | |
| Andrews..... | | | | | | | | | | | | | | | | | | | | Craven..... | | |
| Asheboro..... | | | | | | | | | | | | | | | | | | | | Cumberland..... | | |
| Asheville..... | | | | | | | | | | | | | | | | | | | | Currituck..... | | |
| Burlington..... | | | | | | | | | | | | | | | | | | | | Dare..... | | |
| Canton..... | | | | | | | | | | | | | | | | | | | | Davidson..... | | |
| Chapel Hill..... | | | | | | | | | | | | | | | | | | | | Dave..... | | |
| Charlotte..... | | | | | | | | | | | | | | | | | | | | Durham..... | | |
| Cherryville..... | | | | | | | | | | | | | | | | | | | | Edgecombe..... | | |
| Clinton..... | | | | | | | | | | | | | | | | | | | | Forsyth..... | | |
| Concord..... | | | | | | | | | | | | | | | | | | | | Franklin..... | | |
| Durham..... | | | | | | | | | | | | | | | | | | | | Gates..... | | |
| Edenton..... | | | | | | | | | | | | | | | | | | | | Graham..... | | |
| Elizabeth City..... | | | | | | | | | | | | | | | | | | | | Greene..... | | |
| Elm City..... | | | | | | | | | | | | | | | | | | | | Guilford..... | | |
| Farmont..... | | | | | | | | | | | | | | | | | | | | Halifax..... | | |
| Fayetteville..... | | | | | | | | | | | | | | | | | | | | Harnett..... | | |
| Franklin..... | | | | | | | | | | | | | | | | | | | | Haywood..... | | |
| Fremont..... | | | | | | | | | | | | | | | | | | | | Henderson..... | | |
| Gastonia..... | | | | | | | | | | | | | | | | | | | | Hertford..... | | |
| Glen Alpine..... | | | | | | | | | | | | | | | | | | | | Hoke..... | | |
| Goldsboro..... | | | | | | | | | | | | | | | | | | | | Hyde..... | | |
| Greensboro..... | | | | | | | | | | | | | | | | | | | | Iredell..... | | |
| Greenville..... | | | | | | | | | | | | | | | | | | | | Jackson..... | | |
| Hamlet..... | | | | | | | | | | | | | | | | | | | | Johnston..... | | |
| Henderson..... | | | | | | | | | | | | | | | | | | | | Jones..... | | |
| Hendersonville..... | | | | | | | | | | | | | | | | | | | | Lee..... | | |
| Hickory..... | | | | | | | | | | | | | | | | | | | | Lincoln..... | | |
| High Point..... | | | | | | | | | | | | | | | | | | | | Macon..... | | |
| Kannapolis..... | | | | | | | | | | | | | | | | | | | | Madison..... | | |
| Kings Mountain..... | | | | | | | | | | | | | | | | | | | | Martin..... | | |
| Kinston..... | | | | | | | | | | | | | | | | | | | | McDowell..... | | |
| Laurens..... | | | | | | | | | | | | | | | | | | | | Mecklenburg..... | | |
| Leaksville..... | | | | | | | | | | | | | | | | | | | | Mitchell..... | | |
| Lenoir..... | | | | | | | | | | | | | | | | | | | | Moore..... | | |
| Lexington..... | | | | | | | | | | | | | | | | | | | | Nash..... | | |
| Lincolnton..... | | | | | | | | | | | | | | | | | | | | New Hanover..... | | |
| Lumberton..... | | | | | | | | | | | | | | | | | | | | Northampton..... | | |
| Madison..... | | | | | | | | | | | | | | | | | | | | Onslow..... | | |
| Marion..... | | | | | | | | | | | | | | | | | | | | Orange..... | | |
| Monroe..... | | | | | | | | | | | | | | | | | | | | Pamlico..... | | |
| Mooresville..... | | | | | | | | | | | | | | | | | | | | Pasquotank..... | | |
| Morganton..... | | | | | | | | | | | | | | | | | | | | Pender..... | | |
| Morven..... | | | | | | | | | | | | | | | | | | | | Perquimans..... | | |
| Mount Airy..... | | | | | | | | | | | | | | | | | | | | Person..... | | |
| Murphy..... | | | | | | | | | | | | | | | | | | | | Pitt..... | | |
| New Bern..... | | | | | | | | | | | | | | | | | | | | Polk..... | | |
| Newton..... | | | | | | | | | | | | | | | | | | | | Randolph..... | | |
| North Wilkesboro..... | | | | | | | | | | | | | | | | | | | | Richmond..... | | |
| Oxford..... | | | | | | | | | | | | | | | | | | | | Robeson..... | | |
| Pinehurst..... | | | | | | | | | | | | | | | | | | | | Rockingham..... | | |
| Raleigh..... | | | | | | | | | | | | | | | | | | | | Rowan..... | | |
| Red Springs..... | | | | | | | | | | | | | | | | | | | | Rutherford..... | | |
| Reidsville..... | | | | | | | | | | | | | | | | | | | | Sampson..... | | |
| Roanoke Rapids..... | | | | | | | | | | | | | | | | | | | | Scotland..... | | |
| Rockingham..... | | | | | | | | | | | | | | | | | | | | Stanly..... | | |
| Rocky Mount..... | | | | | | | | | | | | | | | | | | | | Stokes..... | | |
| Salisbury..... | | | | | | | | | | | | | | | | | | | | Surry..... | | |
| Sanford..... | | | | | | | | | | | | | | | | | | | | Swain..... | | |
| Shelby..... | | | | | | | | | | | | | | | | | | | | Sylvania..... | | |
| Southern Pines..... | | | | | | | | | | | | | | | | | | | | Tyrrell..... | | |
| Statesville..... | | | | | | | | | | | | | | | | | | | | Union..... | | |
| Tarboro..... | | | | | | | | | | | | | | | | | | | | Vance..... | | |
| Thomasville..... | | | | | | | | | | | | | | | | | | | | Wake..... | | |
| Tryon-Saluda..... | | | | | | | | | | | | | | | | | | | | Warren..... | | |
| Wadesboro..... | | | | | | | | | | | | | | | | | | | | Washington..... | | |
| Washington..... | | | | | | | | | | | | | | | | | | | | Wayne..... | | |
| Weldon..... | | | | | | | | | | | | | | | | | | | | Wilkes..... | | |
| Wilson..... | | | | | | | | | | | | | | | | | | | | Wilson..... | | |
| Winston-Salem..... | | | | | | | | | | | | | | | | | | | | Yadkin..... | | |
| TOTAL..... | 1 | 12 | 24 | 57 | 94 | 8 | 25 | 18 | 13 | 64 | 158 | 57 | 327 | 265 | 7 | 656 | 39 | 86 | 38 | 3 | 166 | 822 |

Survey Reveals Increase in Audio-Visual Equipment

■ Despite the wartime restrictions during most of the period, North Carolina public schools in recent years have shown a considerable increase in the amount of auditory and visual equipment in use. This fact was revealed in a study recently made by Dr. H. A. Perry of the Division of Instructional Service, State Department of Public Instruction.

During the period 1939-45, the study shows, most deliveries of mechanical equipment were made before Pearl Harbor, only a little equipment being obtained from time to time under priorities granted by the War Production Board. Comparative figures for all types of schools are not available. A tabulation of figures from the annual reports for the white elementary and union schools of five or more teachers shows, however, that during the period 1939-1945 the number of radios in these schools increased from 339 to 672, or 98 per cent; the number of motion picture projectors increased from 202 to 481, or 138 per cent; and the number of film strip projectors increased from 102 to 205, or 99 per cent.

"Cancellation of government orders for audio-visual equipment," Dr. Perry stated, "now makes possible more rapid deliveries to schools. During the calendar year 1946 deliveries should reach an all-time high, with dealers filling many of the back orders for motion picture projectors which they have had for more than a year. Also, there is the possibility of the schools procuring

a few of the surplus motion picture projectors and other types of equipment now owned by the armed forces.

"As one would expect, high schools are better equipped with mechanical devices than are elementary schools. Also, the smaller schools, particularly the Negro schools, do not have so much equipment as do the larger schools."

The survey further shows that of the more important types of electrical and mechanical equipment, radios are most numerous, 53 per cent of the elementary schools and 45 per cent of the high schools being thus equipped. Next in frequency are motion picture projectors with 37 per cent of the elementary schools and 41 per cent of the high schools being equipped for showing motion pictures. A rather unexpected discovery is the fact that about 23 per cent of the high schools have some sort of central sound system.

A tabulation of the figures for the State as a whole by race and type of school is given in the accompanying table.

NORTH CAROLINA AUDIO-VISUAL EQUIPMENT

June 30, 1945

I. Elementary Schools of Five or More Teachers

| | WHITE | | | NEGRO | | | TOTAL | | | APPROX. PER CENT EQUIPPED | | |
|--------------------------------|--------|------|-------|--------|------|-------|--------|------|-------|---------------------------|-------|-------|
| | County | City | Total | County | City | Total | County | City | Total | White | Negro | Total |
| Number of Schools..... | 817 | 276 | 1093 | 214 | 112 | 326 | 1031 | 388 | 1419 | ..... | ..... | ..... |
| Radios..... | 400 | 272 | 672 | 41 | 42 | 83 | 441 | 314 | 755 | 61.5 | 25.5 | 53.2 |
| Motion Picture Projectors..... | 325 | 156 | 481 | 26 | 23 | 49 | 351 | 179 | 530 | 44.0 | 15.0 | 37.4 |
| Film Strip Projectors..... | 138 | 67 | 205 | 20 | 15 | 35 | 158 | 82 | 240 | 18.8 | 10.7 | 16.9 |
| Lantern Slide Projectors..... | 95 | 74 | 169 | 4 | 4 | 8 | 99 | 78 | 177 | 15.5 | 2.5 | 12.5 |
| Opaque Projectors..... | 2 | 2 | 4 | 0 | 0 | 0 | 2 | 2 | 4 | .3 | .0 | .3 |

II. High Schools

| | | | | | | | | | | | | |
|--------------------------------|-----|----|-----|-----|----|-----|-----|-----|-----|-------|-------|-------|
| Number of Schools..... | 653 | 95 | 748 | 163 | 63 | 226 | 816 | 158 | 974 | ..... | ..... | ..... |
| Radios..... | 281 | 89 | 370 | 48 | 23 | 71 | 329 | 112 | 441 | 49.5 | 31.4 | 45.3 |
| Motion Picture Projectors..... | 269 | 80 | 349 | 30 | 18 | 48 | 299 | 98 | 397 | 46.7 | 21.2 | 40.8 |
| Film Strip Projectors..... | 142 | 42 | 184 | 24 | 17 | 41 | 166 | 59 | 225 | 24.6 | 18.1 | 23.1 |
| Lantern Slide Projectors..... | 80 | 50 | 130 | 5 | 5 | 10 | 85 | 55 | 140 | 17.4 | 4.4 | 14.4 |
| Opaque Projectors..... | 50 | 15 | 65 | 4 | 4 | 8 | 54 | 19 | 73 | 8.6 | 3.5 | 7.5 |
| Central Sound Systems..... | 139 | 45 | 184 | 17 | 20 | 37 | 156 | 65 | 221 | 24.6 | 16.4 | 22.7 |
| Micro-Projectors..... | 35 | 19 | 54 | 6 | 3 | 9 | 41 | 22 | 63 | 7.2 | 4.0 | 6.5 |

Math Films Available

A series of 24 discussional type slide-films, "Light On Mathematics," has been produced and is being distributed by the Jam Handy Organization, 2900 East Grand Boulevard, Detroit, Mich. These visual teaching aids are for introductory, refresher or review purposes. Kit 1 covers arithmetic, Kit 2 geometry, Kit 3 algebra and Kit 4 graphs—a total of 1,087 individual teaching pictures.

Homemaking Study Course To Be Revised

Work has been started on the revision of the course of study, Home Economics Education in High Schools, which was printed in 1938, and the supply of which is now exhausted. Committee groups are working in the area of foods, home improvement and housing, clothing and family relations. It is hoped that the revised edition of this publication will be available for the next school year.

Negro History Week February 10-16, 1946

Negro History Week will be celebrated February 10-16, this year, it is announced by C. G. Woodson, Director of the Association for the Study of Negro Life and History, Inc. During this week the schools are requested to hold public exercises setting forth the achievements of the Negro. Information to be used in the preparation of a program for this occasion may be obtained from Mr. Woodson at 1358 9th Street, N.W., Washington 1, D. C.

Work of American Council Outlined by Miss Parrott

An article on "How the American Council on Education Works to Serve the Postwar World" has been prepared for publication in the *North Carolina State Bulletin* by the Delta Kappa Gamma Society by Hattie S. Parrott, Associate in the Division of Instructional Service of the State Department of Public Instruction. Miss Parrott is a constituent member of the American Council on Education, having received her invitation to membership through the International Association for Childhood Education.

Miss Parrott's article does not attempt to give a detailed account of the Council's work, but rather a general notion of what is going on at the present time. The following work was mentioned by Miss Parrott as being of significance:

1. The Council brought together 100 people from educational, cultural and scientific organizations, government, labor, industry and agriculture to consider and draft proposals for an educational and cultural organization of the United Nations.

2. A grant of \$150,000 was made to conduct a two-year investigation and study of the implications for civilian schools and colleges of the army and navy wartime educational techniques.

3. A committee on higher education and federal government is giving consideration to legislation dealing with housing for veterans; student deferment under selective service; legislation pertaining to scientific research and a system of national fellowships and scholarships; compulsory military training; expansion of Naval Reserve Officers Training Corps, and preferential discharge of faculty and students.

4. A conference has been held recently in co-operation with representatives of the National Housing Agency to discuss the need for further study of the relationship of housing to higher education.

5. A *Guide to Colleges, Universities and Professional Schools in the United States*, presenting data on 3,400 college administrative units and 1,700 collegiate institutions, has recently been published.

6. A number of other important publications by the divisions of the Council has been issued.

Schools in Healthy Condition, Supt. Erwin States

According to Superintendent of Public Instruction Clyde A. Erwin, the public schools of North Carolina are in a healthy condition and continue to improve in effectiveness in their efforts to provide educational opportunities to all the boys and girls of the State. This statement was made by Superintendent Erwin in an article written especially for the Associated Press and released to the daily papers of the State.

In substantiation of his thesis Superintendent Erwin pointed out the following activities for the year 1945 as evidence of the life and growth of the schools:

"In the first place," he said, "we have been able to maintain a majority of our administrative personnel. . . . Within the past year several of the counties have employed supervisors of instruction to work with teachers in the improvement of teaching methods and in unifying the whole program of instruction. . . . During the year a study of the entire teacher education situation has been completed. . . . The Board adopted new textbooks in mathematics, grades 3-12; in reading, grades 1-3; and in home economics. . . . a new course of study in language arts was completed. . . . plans are now being made by various committees (1) to assist returned veterans in taking advantage of their educational opportunities under the G. I. Bill of Rights; (2) to study the effectiveness of instruction in the elementary schools; (3) to readjust the entire vocational educational program to postwar needs and demands; (4) to revise the standards for the entire high school program; and (5) to plan for the erection of new buildings of various kinds."

"These things," Superintendent Erwin stated, "indicate that the schools are alert to a need for further growth and improvement to the end that the boys and girls of this State will have the very best opportunity for growth, and for preparation for living in a world where nations must all work together for permanent peace if civilization is to survive."

Celeste Henkel FFA Wins Honor at Coble Dairy Show

Fifteen members of the Celeste Henkel Chapter of Future Farmers of America and their adviser, James A. Graham, entered 18 dairy animals in the Coble Junior Dairy Show in Lexington. Their total winnings consisted of ten blue ribbons, five red ribbons and three white ribbons. Also the Junior Champion bull and the Grand Champion bull were exhibited by the Celeste Henkel group. The Jersey bull was shown by Joe Cloaninger. Donald Ostwalt topped the blue ribbon group of junior yearling Jerseys and was the runner-up in the Junior Championship.

Meetings Announced

Announcement has been made that the spring meeting of the North Carolina Education Association will be held in Asheville, March 28-30, 1946.

The North Carolina Library Association will meet in Raleigh, April 25-27, 1946, with headquarters at the Sir Walter Hotel. The hotel states that double rooms, but not single rooms, can be reserved for members of the N.C.L.A. The Carolina Hotel, only five blocks from headquarters, has equally as nice accommodations.

No information relative to the meeting dates of the North Carolina Negro Teachers Association or the North Carolina Negro Library Association is available at this time.

Radio Scripts on Current Problems Furnished By Magazine

The American Mercury announces a series of radio scripts on current problems entitled "Script-of-the-Month." Each script is based on an article in the magazine. It is written as a 15-minute round-table discussion with simple dialogue for four speakers. The following subjects are now available: (1) Does America Need a Strong England? (2) Will Germany Try It Again?

"Script-of-the-Month" has a variety of uses. It may be presented on the air as an actual broadcast, on a public address system as a school broadcast, in the auditorium as an assembly program, in club meetings as a panel discussion, in classrooms as part of the lesson material. Teachers of English, public speaking, debating, current events, civics and social studies will find "Script-of-the-Month" especially useful.

Miss Gretta Baker, well-known script writer and instructor in radio technique at New York University, is the author.

A free copy of each script may be obtained by writing to Radio Department, *The American Mercury*, 570 Lexington Avenue, New York 22, N. Y.

United Nations Booklet Now Available

A 32-page booklet, vividly describing the San Francisco Conference and the resulting United Nations Charter in picture and story, has been prepared by the *School Executive Magazine*. The booklet also contains suggestions for study and a selected bibliography. The booklet is available from the American School Publishing Corporation, 470 4th Avenue, New York 16, N. Y., at ten cents per copy in lots of 10 to 99 copies and seven cents per copy for 100 or more copies.

Fifty-four Units Offer Trade Subjects

Trade subjects are now being offered in the public schools in 54 of the State's 171 administrative units, it is learned from George W. Coggin, State Supervisor of Trade and Industrial Education of the Division of Vocational Education for the State Department of Public Instruction. This training is being offered as a part of the Federal-State program of vocational education which started in this State in 1918-1919 with five classes and an enrollment of 128 students.

"Although the trade and industrial program today is not quite as large as it was prior to the war," Mr. Coggin stated, "it is expected to increase sharply next year when boys will no longer enter war work or be drafted into the service, and the switch to the 12-year program will have been completed."

"At present we have 110 instructors in these 54 school units, some giving full time to the work and a number giving only half time to such instruction," Mr. Coggin said. "The enrollment in these classes is approximately 3,300, both white and Negro."

"Classes are provided for the following subjects: machine shop, printing, trowel trades and woodworking, cabinet making, welding, related drawing, electrical maintenance, bricklaying, building trades, auto mechanics, sheet metal, woodworking, painting, machine shop and mechanical drawing, cosmetic art, masonry, carpentry, leather work, electricity, textiles, metal trades, drafting, beauty culture, radio, machine shop and plumbing, home management, and dressmaking."

Blanks on Physically Handicapped Children Being Returned

The blanks recently sent to county and city superintendents for a census of the physically handicapped children of the State are now being returned to the State Department of Public Instruction, it is learned. These blanks will be turned over to the North Carolina Society for Crippled Children for tabulation and as a basis for possible use by that organization in its efforts to further aid such children and for possible use as a basis for securing additional State aid for the purpose of furnishing such children with further educational advantages if and where needed.

In the opinion of State Superintendent Clyde A. Erwin, some form of visiting teacher program is necessary for many of these handicapped persons. Such a program is already in existence in some of the states. "By educating these crippled children," Superintendent Erwin said, "they can become an asset instead of a hindrance to society. It will be necessary, of course, to get an appropriation from the General Assembly to do this work."

State Committee to Study Elementary Education Program

■ A State committee has been appointed and plans have been made to study elementary education in North Carolina as a part of the overall program to study this subject in the 14 Southern states in preparation for the 1946 Work-Conference which is sponsored jointly by the state departments of education and state education associations of these states. The purpose of this proposed study is to increase the effectiveness of elementary education as an integral part of the total school program in the Southern region.

The North Carolina committee is composed of the following persons: Dr. Roy W. Morrison, Chapel Hill, and Dr. H. Arnold Perry, Raleigh, co-chairmen; Willow Way Benbow, Winston-Salem; W. J. Boger, Jr., Whiteville; Grace Brunson, Winston-Salem; Theo Dalton, Graham; Virginia Kirkpatrick, Raleigh; Madeline McCain, Raleigh; Margaret McGimsey, Morganton; N. C. Newbold, Raleigh; Hattie S. Parrott, Raleigh; Charles W. Phillips, Greensboro; Mary E. Propst, Concord; I. E. Ready, Roanoke Rapids; Julia Wetherington, Raleigh; M. E. Yount, Graham; Dr. John Ludington, Raleigh, and Ella Stephens Barrett, Raleigh.

At its first meeting, held in Raleigh on November 24, the committee decided its immediate activities would be the following:

1. Provide for the gathering of factual material which will be used to in-

terpret the elementary school situation in the State.

2. Give guidance to local groups in the collection of data relating to classroom practices, community participation and statistical information which may be used at the 1946 Work-Conference.

3. Formulate a point of view to take to the conference as to purposes and functions of the elementary school in the community.

Sub-committees were approved for the preparation of reports and for stimulating the activities in these several areas. Schools as follows were selected as case studies for the year: B. F. Grady, Duplin; Chicod, Pitt; Clinton; Edgemont, Rocky Mount; New Hope, Wayne; Alexander Wilson, Alamance; Banoak, Catawba; Bethesda, Durham; Graham, Alamance; Highland, Hickory; Newton, North Wilkesboro; Oak Hill, High Point; Oxford; Robbins, Lexington; South, Mooresville; Wiley, Winston-Salem; Boone Trail, Harnett; Clara Harris, Concord; Clarkton, Bladen; McIver, Sanford; Whiteville; and Kernersville, Forsyth.

Witty Book Reviewed

Teacher in America, by Jacques Barzum (Atlantic Monthly Press), \$3. Little, Brown & Co.

If you like to read something that has life and wit, then you will enjoy this book, for it packs a lot of truth about education in a keenly delightful style. As the New York Times reviewer says, "It is a book filled with love and enthusiasm for teaching as the noble calling it is, and with deep sympathy and understanding of the students. It combines a high sense of dedicated mission with a tough, practical sort of wisdom."

Others have made the following comments about this book:

"... Mr. Barzum is lively, provocative and excited, and usually far more sensible than some of his easy classroom witticisms would lead a quick reader to expect."—Lewis Gannett, New York Herald-Tribune.

"His (Barzum's) brisk, irreverent, earnest book will ventilate a good many stuffy rooms in the U. S. schoolhouse."—Time.

"Everybody in the teaching profession ought to read Mr. Barzum, if only to be able to argue with him, and those less immediately involved with the subject will find in his pages a mixture of sagacity and entertainment that makes them a constant delight."—New Yorker.

Pepsi-Cola Announces College Scholarships

Two college scholarships are available to North Carolina high school seniors, it was recently announced by the National Administrative Board for Pepsi-Cola Scholarships, 532 Emerson Street, Palo Alto, Calif. An additional scholarship will be awarded to a Negro student.

Each scholarship covers: (1) full tuition for four years at any accredited college; (2) certain required fees; (3) \$25 per month for 36 months to help defray the cost of board, room and books; and (4) traveling expenses for one round trip from home to college each year. The only requirement of the scholarship holder is that he succeed in college.

Winners will be decided by a selective test given at participating schools on Friday, February 15. Schools which wish to make this unusual opportunity available to their seniors should request information at once from the above-named organization.

The 1945 North Carolina winners of Pepsi-Cola scholarships were: William Edmund Lassiter, New Hanover High School, Wilmington; Mildred Sarah Brinkley, North Cove High School, North Cove, and Edward McAlister, Fuquay Springs Colored High School, Fuquay Springs.

Superintendent Erwin Attends Meetings

During November and December State Superintendent of Public Instruction Clyde A. Erwin attended several important meetings out of the State.

On November 9-10 he was in Chicago as a consultant to the Rosenwald Foundation. With other educational leaders he assisted the Foundation in planning postwar activities.

On November 12 Superintendent Erwin went to Atlanta to confer with officials of the Kellogg Foundation, and on November 28 to December 1 he attended a meeting of the American Association of School Administrators which met to consider the postwar curriculum study to be issued in 1947.

Superintendent Erwin will go to Atlanta again on February 26 to deliver an address before the regional meeting of the American Association of School Administrators. His subject will be: "What Are the Obstacles to Adequate State Support of Public Education?"

Guide Showing Link Between Civilian Jobs and Skills Acquired in Navy and Coast Guard Ratings Published

A graphic guide designed to point up for the benefit of discharged navy and coast guard veterans the relationship between civilian employment and skills they acquired through the ratings they held in the service was published recently by the B'nai B'rith Vocational Service Bureau, national occupational research agency, in the form of a two-color wall chart, 38x42 inches, entitled "What You Can Do with Your Navy Training as a Civilian."

Second in a series of postwar research and publication projects by B'nai B'rith's Vocational Service Bureau, the chart is a companion piece to an earlier chart, "What You Can Do with Your Army Training as a Civilian." Like the first chart, over 40,000 copies of which have been distributed by the army and other government agencies where there are American troops, and by other public and civic agencies engaged in service to veterans, "What You Can Do with Your Navy Training as a Civilian" is being made available by B'nai B'rith, national Jewish service organization, as a public service to all groups rendering professional services to war veterans.

Prepared by the B'nai B'rith Vocational Service Bureau in co-operation with the Division of Training and Occupational Analysis of the United States Department of Labor and the Navy Department, the chart lists 54 of the most important navy and coast guard ratings. Next to each rating are indicated the representative related civilian jobs which the navy and coast guard veteran may be able to enter with little or no additional training, with more training, or with extensive training.

Warren Discusses Rehabilitation At Conference

Vocational rehabilitation was discussed by Charles H. Warren, State Director of Civilian Rehabilitation, a division of the Department of Public Instruction, at the annual conference of the International Association of Industrial Accident Boards and Commissioners held at Winston-Salem on November 27-29, 1945.

"Rehabilitation," Mr. Warren stated, "is that service designed to conserve our greatest asset—the working usefulness of human beings." Continuing, Mr. Warren said, "Rehabilitation is sound economy. Once the disabled employee is brought back to productive life he ceases to be a care to society, but more important, he is able to shoulder his own responsibility. A physically impaired worker should be offered a job that will not place undue demands on his incapacities, but will emphasize his *unimpaired capabilities* so that he can meet or surpass an employer's safety and productivity standards and at the same time build his own self-confidence and self-respect by not being a ward of society, he stated.

Physically impaired workers, Mr. Warren pointed out, have a record in production, absenteeism and job turnover that is, in general, equal or superior to their more able-bodied neighbors. There is no difference in the work efficiency of disabled and able-bodied industrial workers. The employability of disabled workers can no longer be questioned. The rehabilitation division is striving to help every handicapped person to find his rightful place in society.

This can be done if business and industry, compensation commissions and rehabilitation agencies co-operate in all their efforts to place such persons in work on the basis of their capacities rather than their incapacities, Mr. Warren concluded.

College Conference Elects Milner President

Dr. Clyde A. Milner, President of Guilford College, was elected president of the North Carolina College Conference for the ensuing year at the annual meeting of the Conference which was held in Greensboro on November 14-15. Dr. J. A. Highsmith, Professor of Psychology of Woman's College, was made vice-president. Dr. James E. Hillman, Director of Professional Service of the State Department of Public Instruction, was re-elected secretary-treasurer.

Membership in the Conference includes the president and one delegate from each of the colleges of the State, the State Superintendent of Public Instruction and the Directors of Instructional Service and Professional Service of the State Department of Public Instruction, and such others as may be elected by the Conference. It is the purpose of the Conference to further the cause of higher education in North Carolina.

THE TEACHER

(N.E.A. Journal of Education)

The teacher is a *prophet*. He lays the foundation of tomorrow.

He is an *artist*. He works with the precious clay of unfolding personality.

The teacher is a *friend*. His heart responds to the faith and devotion of his students.

The teacher is a *citizen*. He is selected and licensed for the improvement of society.

The teacher is an *interpreter*. Out of his maturer and wider life he seeks to guide the young.

The teacher is a *builder*. He works with the higher and finer values of civilization.

The teacher is a *culture-bearer*. He leads the way toward worthier tastes, saner attitudes, more gracious manners, higher intelligence.

The teacher is a *planner*. He sees the young lives before him as a part of a great system which shall grow stronger in the light of truth.

The teacher is a *pioneer*. He is always attempting the impossible and winning out.

The teacher is a *reformer*. He seeks to remove the handicaps that weaken and destroy life.

The teacher is a *believer*. He has abiding faith in the improbability of the race.

Increase Shown in College and University Enrollments

College and university enrollments this fall showed an upward swing of over 200,000, an estimated increase over last year of about 25 per cent, according to John W. Studebaker, Commissioner, U. S. Office of Education, Federal Security Agency, who recently announced the results of preliminary returns of a national sampling of 1,700 institutions of higher education throughout the United States.

Commenting on this announcement, Commissioner Studebaker said, "In the first few months after V-J Day, higher education gained back almost one third the number of student enrollments lost during the war period. Fall enrollments for 1939-40 hit a prewar peak close to 1,400,000. In the autumn of 1943-44, registrations, exclusive of military enrollments, dropped sharply, reaching a low of approximately 750,000. The 950,000 enrollments reported this fall represents an increase of collegiate activity to a point close to one third of the way from the wartime low to the prewar high."

Higher educational institutions include public and private universities and colleges. Sizeable increases were reported in all types of institutions, according to Commissioner Studebaker.

Alamance County Has Hearing Program for School Children

A program for the improvement of the hearing of the children of the Alamance County and Burlington city schools has been recently inaugurated, it is learned from Supt. M. E. Yount. The program is sponsored by the County Health Department, Mr. Yount stated, and the Burlington Kiwanis Club presented an audiometer to the Health Department as an aid in this work.

Under this program a worker, who is supported by the Crippled Children's Department of the State Board of Health, will test the hearing of every school child in the county. Following the first screening an intensive testing will be made of the hearing of those children who indicate that they need attention. As a result of these tests recommendations will be made of the seating positions of children with impaired hearing, or medical aid will be suggested. Through this hearing program it is hoped that the instructional program will be greatly benefitted, especially for those children who hear abnormally.

Durham County Schools Adopt Radio Program

The Durham County schools are presenting a series of weekly radio broadcasts over the local station, WDNC, each Wednesday afternoon from 5:30 to 5:45. The series which began November 14 will run until March 20, 1946. The schools of the county take turns in putting on the weekly programs. The topic of the program series is "Your Schools." The following schools are scheduled to present programs: Bragtown, Hillandale, Pearsons town, Mangum, Bethesda, Little River, Lowe's Grove, Rocky Knoll, Glenn, Oak Grove, Rougemont (Negro), Holt, Mill Grove, Hope Valley, Page and Rougemont (white).

Henderson County Teachers Hold Workshop in Guidance

Teachers of Henderson County have recently completed a training course in guidance conducted by Ella Stephens Barrett, State Supervisor, Occupational Information and Guidance, State Department of Public Instruction.

The class met two hours each night for three consecutive nights and was attended by County Superintendent R. G. Anders, and the principal and teachers from each school in the county. An over-view of a guidance program was presented at the first meeting and the other two meetings were given to discussions of specific phases of a guidance program to be undertaken in the schools of Henderson County.

Miss Barrett visited the schools in the county and helped organize specific guidance activities.

This course was planned by the Professional Improvement Committee of the Henderson County unit of the North Carolina Educational Association of which Mr. W. J. Nesbitt, principal of the Edneyville School, is chairman.

Laws, Rulings and Opinions

Grounds for Dismissal of Teacher; Length of Notice Before Close of Term.

In reply to inquiry: In your letter of May 23, 1945, you inquire as to what are the grounds for the dismissal of a teacher, and you further ask how many days' notice before the close of the term must be given to the teacher.

I am sending you a copy of a portion of the school law and refer your attention to Section 115-143, which gives the grounds upon which a teacher may be dismissed for cause. These grounds are usually applicable while the teacher's contract is in force and during the term of school.

The other question as to how a teacher's contract may be terminated at the end of a term is considered in Section 115-359, fourth paragraph. You will there see that all that is required is that the teacher be notified "by registered letter of his or her rejection prior to the close of the school term subject to the allotment of teachers made by the State School Commission." It seems to me that if the school authorities wish to terminate the contract of a teacher at the end of the term and give proper notice by registered letter prior to the close of the school term, that the school authorities have a right to do this without assigning any reasons or grounds for the termination of the contract. I know of no law that requires the school authorities to assign causes or reasons for the termination of a contract at the end of a term. Likewise, you will see that this same statute gives the teacher the right to resign upon giving not less than thirty days' notice prior to the opening of the school term in which she is employed. The teacher does not have to give any reason or motives as to why she resigns. She only has to give the proper notice.

It is only where a teacher is dismissed for cause that the grounds must be assigned as provided in Section 115-143, and if a teacher is dismissed under this statute, she has the right to appeal to the county board of education or to the courts.—Attorney General, May 25, 1945.

Insurance for Bldgs. Destroyed by Fire; Application of Funds.

In reply to inquiry: You enclosed in your letter of July 3 a letter from Superintendent _____, of the _____ City Schools, in which he writes as follows:

"During the school year 1943-44 a fire occurred in the _____ Elementary School. The insurance on this building is carried by the county and was collected by the county. There is something like \$14,000 remaining in this fund after all damages have been re-

paired with the exception of installing seats in the auditorium. I should like to ask the following questions:

"1. Should the money listed above be placed to the credit of the _____ City Administrative Unit?

"2. Could the money be used for other capital outlay purposes?

"3. Who would be the approving agency for the expending of this fund for such purposes?

"I shall appreciate any information you can give me regarding the above matter."

The first proviso in the last paragraph of Section 115-363 of the General Statutes reads as follows:

"Provided, that funds derived from payments on insurance losses shall be used in the replacement of buildings destroyed, or in the event the buildings are not replaced, said funds shall be used to reduce the indebtedness of the special bond taxing unit to which said payment has been made, or for other capital outlay purposes within said unit."

It will be observed that the three purposes for which money derived from losses occasioned by fire may be used are, to replace the building, reduce the indebtedness, or other capital outlay purposes. In your case, the building has been replaced and, since you do not mention any indebtedness of the district, I assume that no such indebtedness exists. This leaves for our consideration the custody of the fund and its use for other capital outlay purposes.

Section 115-S3 of the General Statutes imposes upon the board of county commissioners the responsibility to furnish all school buildings, fully equipped, found by the board to be necessary in the maintenance of a nine-months school term in the county, and that the county board of education, as to the county administrative unit, and the board of trustees, as to the city administrative unit, shall present such needs and the cost thereof each year to the county commissioners who shall, in turn, have a reasonable time in which to provide funds which upon investigation they find necessary to provide the respective units with buildings suitably equipped. The burden, therefore, of providing funds for capital outlay purposes in city administrative units, as well as county units, rests upon the board of county commissioners. The county has an insurable interest in the building damaged by fire, as the burden is upon it to provide either a new building or the necessary repairs to the old one. But, in my opinion, the sum necessary to replace the old building or to sufficiently repair it is a discretionary matter for the board of county commissioners.

The county capital outlay school fund, unlike the countywide current expense

and debt service fund, is not apportioned on a per capita enrollment basis but is determined by the board of county commissioners, based upon a showing of need by the respective administrative units (see Section 115-363), so that in your case the responsibility and authority to determine the capital outlay needs of the _____ City Administrative Unit rests with the board of county commissioners and unless and until the board determines that there is a need within the district for the purposes of capital outlay, I do not think that the \$14,000 could be used for capital outlay beyond the replacing or necessary repairs to the building damaged by fire.

Specifically answering your questions, I conclude, first, that since the insurance was placed on the building and the premium therefor paid by the county board of education, the proceeds therefrom should be placed with the county board of education.

Second and third, as to whether or not said fund may be used for other capital outlay purposes is a matter within the discretion of the board of county commissioners. If the board should find that need exists within the district for said fund to be used as capital outlay, the board should so order. But if it does not so find, I am of the opinion that said fund would remain with the county board of education and constitute a surplus which should be reflected in its next budget.

I am returning to you the letter of Superintendent _____—Attorney General, July 10, 1945.

Special Supplement; Employment of Recreation Director; Payment of Salary From Special School Tax; Employment of Director Beyond Regular School Term.

In reply to inquiry: In your letter of June 29, 1945, you transmit to this office a letter of June 28, signed by Mr. _____, Superintendent of _____ Public Schools. Mr. _____ states that on August 15, 1933, a special tax of twenty cents minimum was voted in _____ by way of supplement to the regular State school term. There is a public demand for an enlarged program of athletics, and the people desire a recreation program during the summer months. It is proposed by the board of trustees that the recreation director be employed by the school and that his regular teacher's salary plus a supplement be paid during the nine-months school term, and that he be employed by the town and his salary for the three months as recreation director be paid by the town at the same rate. It was the suggestion of the superintendent that the supplement for

nine months and the full salary for three months be paid from the town general fund. The board of town commissioners, however, wish to finance the full cost of the program by a levy from the special twenty cents school tax which was voted.

Mr. _____ desires to know if it would be legal to use moneys derived from such a levy for the support of a community recreation program during the summer months.

I have examined all the laws dealing with the financing of the State school system and I cannot find any act that will give legal authority for the payment of an athletic director during the summer months. The employment of such a recreation director as a part of the instructional service of the school to my mind places such a director in the same status as a teacher, and under this situation there is no authority for the application of funds for such a purpose above and beyond the regular 180 working days as prescribed by law. This is provided by Section 115-350 of the General Statutes and by other laws and regulations governing the schools and the State Board of Education. There is no authority of law for the use of money derived from this tax levy beyond the regular school term, and the payment of these funds during the summer months when the school is not in session to my mind would be an unauthorized act and the diversion or misapplication of these funds.—Attorney General, July 2, 1945.

City Administrative Unit Lawful Agency to Hold Title to School Property.

In reply to inquiry: In your letter of July 20, 1945, you state that the school board of the City of _____ desires to acquire title to some vacant property and that the purchase price has been provided in the capital outlay budget of _____ County for the year 1945-1946, and that the funds are now available. The property is for the use of the school board of the City of _____. The funds are furnished by the county, and you inquire of this office as to the proper agency to hold title to this property; or in other words, to what agency should the deed be executed? It is noted from your letter that all property now being used for the city schools is vested in the City of _____.

Section 55 of your charter (Chapter 366 of the Public-Local Laws of 1939) provides as follows:

"Sec. 55. That there is hereby continued and created a board known as the School Commissioners of the City of _____, which is hereby vested with full power to supervise, operate, manage and control the system of public schools in the City of _____ and such additional area as may now or hereafter be included within the municipal administrative school unit prescribed by the State School Commission, or its successors, limited only by the provisions of the Public Laws of North Carolina as the same are now or may hereafter be enacted."

As pointed out by you in your letter, this same section of your charter further provides that the title to all school buildings and property shall be and remain as now vested unless otherwise changed by law. The act which contains the revision of your charter was ratified on the 28th day of March, 1939. You point out in your letter that there are certain provisions of the General Statutes dealing with the title to school property, such Sections 115-352, -88, -86, and -85. Under the provisions of 115-352, after making provision for the title to special charter districts, it is provided that the title to all property thereafter acquired or constructed within the city administrative unit shall be taken and held in the name of the trustees of said city administrative unit. This law was passed in 1939 and was ratified on the 3rd day of April, 1939, which date is subsequent to the date of the ratification of your revised charter. Sections 115-85, -86 and -88 strengthen the position that the board of trustees of the city administrative unit should hold the title to the school property. It is true that Section 55 of your charter designates the board of school commissioners of the City of _____ as the administrative board in your city administrative unit and provides for the election and terms of office of these commissioners. This is not inconsistent with the general school law as to the actual administration of the unit. We are of the opinion, however, that the general law does prevail as to the agency which should hold title to the property and it seems to us that your charter expressly recognizes that the powers of the school board of _____ shall be regulated by the State Board of Education and by the pertinent provisions of the public laws of the State, and the section of the charter quoted by you as to the title to school buildings and property recognizes these same limitations.

We are of the opinion, therefore, that the general law of the State in this instance prevails and that the title to the school property mentioned in your letter should be made to the board of school commissioners of the City of _____ as the administrative authority of your city administrative unit, and we do not think that the title to such property should be held by the City of _____.—Attorney General, July 24, 1945.

Teacherages; Right of Teacher To Live in Teacherage

In reply to inquiry: In your letter of May 30, 1945, you state that a teacher in the high school, with his family, has lived in the teacherage for the past two years. This occupancy has become very unsatisfactory. As a result, some of the teachers employed for the coming school year state that they will not return under the same conditions. The school committee has requested the teacher to find other quarters but he refuses. This teacher has been elected for the next school year beginning July 1, 1945, and no conditions appear in the

contract as to living quarters. Your question is as follows: Does a teacher have as a matter of right the privilege of living in the teacherage?

Our law provides methods for obtaining funds for the construction of teacherages and there is very little said, if anything, as to the regulation and use of this type of school property. It is my opinion that the general laws governing the use of property applies to teacherages as well as other school property. Under the provisions of Section 115-45 of the General Statutes it seems to me that the title of such property is vested in the County Board of Education, and apparently the County Board of Education is the body or real party in interest in prosecuting and defending suits. You will see also that under the provisions of Section 115-55 of the General Statutes that the powers and duties conferred and imposed by law in regard to schools, which are not expressly conferred and imposed upon some other official, are imposed upon the County Board of Education and the Board has the right to make rules and regulations in regard to teachers and their duties in the care of school property. All of the powers of the County Board of Education which I have enumerated likewise apply to the governing body of a city administrative unit.

I am aware of the fact that certain powers in regard to the custody of school property are imposed in school committees as provided by Section 115-136, but the writer long ago found out, in the case of *Wiggins v. Board of Education*, 198 N. C. 301, that the County Board of Education, and likewise the governing body of a city administrative unit, seem to have more power in regard to the control of school property than the school committee. If you will look at this case you will note that the writer thought that the school committee had the right to employ a janitor, but the Supreme Court said otherwise. It seems to me that these statutes impose a greater degree of control in the County Board of Education, in the case of a county administrative unit, or in the governing body of a city administrative unit, than is imposed in any other committee or group.

I am of the opinion, therefore, that a teacher does not have the right or privilege of living in the teacherage as a matter of right, and in view of the statutes above cited, and in view of the fact that the governing body of the administrative unit in question is exercising governmental powers for the benefit of public schools, I do not think that any question of the law of landlord and tenant enters into the matter. If there is any analogy between this situation and the law of landlord and tenant, then I will say that the teacher living in the teacherage is a species of tenant at will, and the proper authority of the administrative unit can terminate such privilege at will. A teacher has no vested right to live in the teacherage, and while it may be true that in some instances the privi-

(Continued on page sixteen)

FROM THE PRESS

Alamance. A series of visiting days among teachers of Alamance County will be inaugurated tomorrow when 20 first grade teachers will gather at the Alexander Wilson School for a day of teaching observation and discussion.

High Point. Mrs. Iredell Reddish, 712½ South Main Street, was sentenced to four months in the county workhouse this morning (Nov. 20) when arraigned before Judge D. C. McRae in municipal court on charges of violating the city compulsory school ordinance.

Ashe. B. H. Duncan, superintendent of schools, announced this week (Nov. 5), that many improvements were being made in the lunchrooms of the Ashe county schools.

Currituck. In addition to the Community Building here of which Moyock is so proud and which has been given considerable publicity, Moyock is also enjoying the facilities of a modern cinder-block school lunchroom, built largely through the leadership and initiative of I. C. (Doc) Yogel, teacher of agriculture in Moyock High School for the last ten years.

Randolph. After finding it virtually impossible to obtain teachers during the war, Randolph schools filled four teaching positions in 15 days with returning service men.

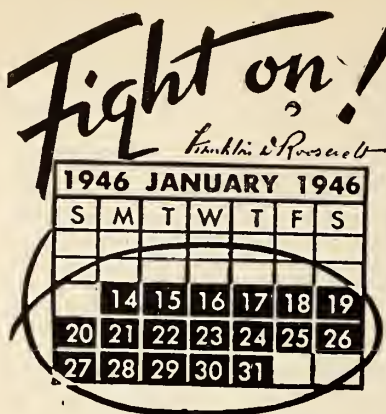
Hickory. Students of the ten Hickory schools were credited with having sold \$30,925 worth of victory E bonds during the second week of their current contest, according to reports compiled today by members of the Hickory Junior Woman's Club, which is sponsoring the school participation in the final bond drive.

Wilmington. Enrollment of 100 per cent in the Junior Red Cross in all the schools in New Hanover County, both white and Negro, was reported today (Nov. 30, 1945) by Mrs. Ida Spilden, executive secretary of the Wilmington Chapter of the American Red Cross.

Martin. Addressing a meeting of Martin County teachers in the local high school auditorium last Wednesday evening (Nov. 28, 1945), Dr. Arnold Perry of the Division (Department) of North Carolina Public Instruction stressed the use of visual aids to education.

Alexander. Alexander County's 12 schoolhouses have a value of \$261,757, according to a compilation made by *State School Facts* in its November issue.

Mecklenburg. Mergèr of the 14 county high schools into four new senior high schools to be constructed in strategic areas of the county is an objective that will likely be sought by the County Board of Education in connection with the contemplated general school improvement program, it developed here (Charlotte) today (Dec. 5, 1945.).



JOIN THE MARCH OF DIMES

The National Foundation for Infantile Paralysis

LAWS, RULINGS AND OPINIONS

(Continued from page fifteen)

age of staying in the teacherage is an inducement to accept a contract to teach in a school, nevertheless, it is not a part of the contract of employment, and I do not feel that the governing authority of any administrative unit or any other governing authority has the power to employ a teacher and include the privilege of living in the teacherage as part of the contract of employment. A public school body cannot contract away its right or control over public property.

What I have said above would certainly be applicable in your case, where the teacher, although he has been elected for another school year, has nevertheless not entered upon the new school term.

I think that this teacher should be notified to vacate the teacherage, and if he refuses, that you have the right to institute proceedings to eject him. If you have to institute proceedings, I think it would be advisable, as a matter of precaution, to make both the school committee and the County Board of Education or the governing body of the city administrative unit, as the case may be, parties to the proceedings.—Attorney General, June 1, 1945.

234 Students Enrolled in D. E. Co-operative Program

A total of 234 students, 128 boys and 103 girls, are enrolled in the Co-operative Program in Distributive Education, a phase of the Vocational Education Program of the State Department of Public Instruction which is being conducted in 12 of the largest city units and one school in a county unit (Candler), a total of 14 high schools, it is learned from the September reports from those schools. Practically all of these students, 228, devote one half of their time to school work and the other half to on-the-job apprenticeship training for which they are paid. These 228 students worked a total of 16,914 hours during the month of September and received an average of 41 cents an hour.

FROM THE PAST

5 Years Ago

(Public School Bulletin, January 1941)

The report of the State Retirement Commission on the retirement of teachers and State employees of North Carolina was recently made to the Governor and Advisory Budget Commission.

From the multiple list of textbooks prepared and submitted by the Elementary Textbook Commission, the State Board of Education in December adopted for basal use in the elementary grades new textbooks in reading, health, art, North Carolina history and Old World background history.

The national defense program for the "education and training of defense workers" was authorized by Congress early last summer.

The North Carolina Education Association will hold its 1941 convention in Asheville on April 3-5, it was announced recently by Jule B. Warren, secretary.

At present there are 272 Beta Club chapters in the State of North Carolina, with a membership of approximately 3,000 students.

15 Years Ago

(State School Facts, January 1931)

The sum of \$21,374,348.17 was expended for all instructional service in the public elementary and secondary schools of North Carolina during the school year 1928-29. This sum represented 76.4 per cent of the total current expenditures.

The average number of pupils per teacher and principal employed in this State was 33 in 1928-29.

The average training index of white teachers is 652, which indicates that the average training of such teachers is 2.52 years in college.

During 1928-29 the average school term for white schools was 159 days.

20 Years Ago

(State School Facts, January 1926)

There were 1,279 two-teacher white rural elementary schools.

There were 2,558 teachers (in these schools), 1,934 of whom held standard certificates and 621, or 24.3 per cent, held nonstandard certificates.

The index of scholarship of the teachers (in these schools) was 405.3, or the equivalent of a fraction over high school graduation.

There were (in these schools) 56,774 pupils in average daily attendance, a percentage of 70.2 of the enrollment.

Each teacher was paid an average of \$76.23 per month.

The average length of term in these schools was 126 days.

In other words, they earned while they were taking the course, nearly \$7,000, an average of over \$30 per month.

The schools in which such a program is in progress are as follows: Asheville, Burlington, Candler (Buncombe County), Charlotte (two schools), Elizabeth City, Gastonia, Goldsboro, Greensboro, Hickory, Kinston, Salisbury, Shelby and Winston-Salem.



Recreation Leadership Training Institutes Are Announced

■ Six recreational leadership training institutes will be held at various dates and places in the State, it was recently announced by Dr. Harold D. Meyer, Director of the North Carolina Recreation Commission. The first four of these institutes will be Area Workshops on Training for Skills in Recreation and featuring courses in nature and nature crafts, Dr. Meyer stated. These will be held as follows:

Rocky Mount—February 18-22.
Greensboro—February 25-March 1.
Charlotte—March 4-8.
Asheville—March 11-15.

The instructor for these workshops will be Reynold E. Carlson of the National Recreation Association, nationally known authority in the field. He will be assisted locally by workshop directors. Ronie Sheffield, Assistant Director of the North Carolina Recreation Commission, will serve as co-ordinator of the four workshops. A registration fee of \$2 to cover the cost of materials and instruction is made for each of these institutes. Application for attendance at any of these workshops should be made to Russell M. Grumman, University Extension Division, Chapel Hill.

The fifth institute will be a Statewide institute for public recreation officials, sponsored by the Institute of Government, Chapel Hill, and held there on April 18-20. These sessions will be devoted to specific problems of municipal recreation and the programs are especially planned for superintendents and

directors of recreation, department staff members, chairmen and members of recreation boards and commissions and mayors and city managers. Registration applications should be sent to Albert Coates, Director, Institute of Government, Chapel Hill.

The sixth institute will be a Statewide recreation conference for Negro leaders of recreation and will be held at the North Carolina College for Negroes, Durham, on May 3-4. This two-day session is especially planned for professional and volunteer recreation leaders, chairmen and members of recreation committees, and church, school and civic groups and social club leaders. Application for registration should be sent to John B. McLendon, Director of Physical Education, N. C. College for Negroes, Durham.

"When these six institutes are completed," Dr. Meyer stated, "we hope to have made a forward step in the development of more effective leadership in North Carolina."

Science Teachers Deferred

College teachers who are studying or teaching the physical sciences or engineering can now obtain a deferred status from their draft boards under new orders issued recently. Those who are working for master's or doctor's degrees in the above fields, those teaching in the fields at an accredited college or university or those doing research at universities are eligible for this deferment by presenting a notarized statement of their intentions and the nature of their work to the Office of War Mobilization and Reconversion in Washington.

College and universities have also been receiving aid from the Veterans Administration in the matter of securing release from service of key personnel. Colleges have forwarded to General Bradley's office lists of those professors or teachers considered urgent and these lists have been turned over to the respective services concerned, usually resulting in the hastening of the discharge of the personnel concerned.

UNESCO Is Born

On November 16 delegates of 44 countries, meeting in London, gave final approval to a Constitution for a United Nations Educational, Scientific and Cultural Organization. The Constitution for UNESCO will come into force when at least 20 nations have adopted it.

Although exact activities of UNESCO cannot yet be defined they may include a central exchange office for teachers and students, a program of co-operation through mass communication, special attention to adult education, and program for the exchange of books.

Tentative plans call for the first meeting of the new organization to be held in May 1946 in Paris, chosen seat for UNESCO. Meantime an Interim Commission is already at work in London preparing an agenda for the meeting.

Successful completion of the London Conference is another step toward the goal of educational co-operation sponsored by the National Education Association and other civic and educational groups throughout the world.—*The Public and Education*, NEA.

INTERESTING ARTICLES IN THIS ISSUE

| | |
|---|----|
| Accredited Schools (Editorial) | 3 |
| Where Does North Carolina Stand In Salaries Paid Teachers? | 5 |
| What Funds Wasted for Military Conscription Would Buy | 6 |
| Merit Rating Commission Adopts Working Principles..... | 11 |
| From the Past—In 1682 and 1786 | 16 |

More School Librarians Are Employed

A recently prepared list of the school librarians and teacher-librarians indicates a larger number of persons has been employed to such positions 1945-46 than has been true heretofore.

The tabulation of school libraries which was made by Mrs. Mary Peacock Douglas, State School Library Adviser of the Department of Public Instruction, shows a total of 610 librarians and teacher-librarians, 489 white and 121 Negro. According to Mrs. Douglas, this list is about twice the number employed ten years ago and indicates an increased interest in a proper accounting and better use of library books and other reading materials.

"One of our greatest problems," Mrs. Douglas stated, "is to keep the same persons in the school library work." "Only 55 of the 489 white persons employed this year," she said, "were employed as school librarians or teacher-librarians six years ago. Two hundred and forty of the total number employed this year were new people in such positions."

1945-46 School Directory Comes From Press

The *Educational Directory* for 1945-46 has finally come from the press and has been distributed to superintendents and others who have made request for copies, it is announced by L. H. Jobe, Director of Publications for the State Department of Public Instruction, who has the responsibility of compiling this annual publication. The delay in getting this directory printed this year, Mr. Jobe stated, was due to printing difficulties, mostly labor. Persons not having already received a copy of the current publication may secure one by writing to Mr. Jobe.

STATE OF NORTH CAROLINA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

February 10, 1946.

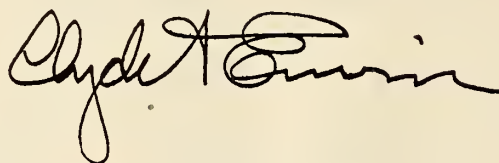
To Superintendents, Principals and Teachers:

I am sure all of us are appalled at the tremendous loss of life which is taking place in this country as a result of automobile accidents. Many of these accidents involve children, who have been injured on their way to and from school, both as pedestrians and while riding in buses or private conveyances. On several occasions I have observed private automobiles being driven to and from schools in a reckless manner, endangering not only the lives of those in these vehicles, but those on the sidewalks and streets as well. In many instances children are permitted to ride on fenders and running boards. This is not only dangerous but is a definite violation of the law.

I believe if the principal and teachers of every school would give more attention to safety problems, which are definitely a responsibility of the school, many lives might be saved and many accidents avoided. If we are to teach safety in the classrooms, we should see that safety practices are followed both at school and to and from school. Here is a great opportunity to practice that which we teach and thus help reduce the great wastage of human life.

If any accident should occur in which a school child is involved, then I hope very much that it shall not have been due to a lack of supervision or training that the schools could have provided. As I see it, we have a definite responsibility in this matter, one which we cannot and must not neglect.

Very truly yours,



State Superintendent of Public Instruction.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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Editorial Comment

ACCREDITED SCHOOLS

Our *School Facts* section this month is concerned with the accredited elementary schools of the State. We think that these figures are significant. True, an accredited school to a large extent is based upon size, and size alone is no final criterion as to the quality of a school.

There is a lot to be said, however, concerning the difference between an accredited school and one that is not accredited, provided, of course, that the standards have been applied alike to all schools in so far as possible. Take the question of size based upon the number of teachers. An elementary school in North Carolina now consists of the first eight grades of the 12-year course of study. A school, therefore, that has eight grades should also be large enough according to number of pupils to permit the employment of a teacher per grade. A teacher to a grade having from 30 to 35 pupils can give better instructional service than a teacher to two or three grades with a total of from 30 to 35 pupils. In the first instance the pupils are on approximately the same level and consequently more time per subject can be given; whereas where two or more grades to the teacher is required the time allowed per pupil per subject is necessarily decreased.

In addition to this requirement as to a teacher per grade, in order to become accredited the school must have a majority of teachers who hold Class A certificates. Then, too, certain scholastic records must be kept, a minimum of instructional equipment must be on hand and used, and there must be an adequate and sanitary building. In other words, schools in order to be put on the accredited list must meet certain minimum standards which are considered as essential to a good school from the point of view of the children themselves. As a general rule accredited schools are, therefore, better than non-accredited schools and the children enrolled in such schools have a broader opportunity for "burgeoning out" all that is within them.

The picture as shown for North Carolina in this respect is not perfect by any means. Further consolidation of schools will be necessary in a good many instances. In some instances such consolidation is not practical and so other criteria for measuring the efficiency of these smaller schools should be devised. Regardless of the size there should be some standards by which even the smallest school can be measured. The children in these small schools are entitled to the best instruction that can be provided. And we must admit that such is not the case at present.

THE SCHOOLS AND COMMUNITY RECREATION

Schools, not only in North Carolina, but throughout the nation have accepted education for leisure as one of the aims of education. Since recreation comprises those experiences which are enjoyed, for the most part, during leisure hours, it is logical to accept recreation as an essential phase of a total education program. Schools in North Carolina carry on many educational activities that are recreational. For example, music, art, shopwork, dramatics, physical education, athletics, the activities of clubs and some use of the library are recreational as well as educational.

The schools of North Carolina have a real stake and opportunity in community recreation. The education of the child does not end at 3:30 in the afternoon, or at the close of the schools in June, nor even when he graduates from high school. Whenever and as long as a citizen has need of educational experiences whether they be in the realm of recreation or in the realm of academic education, it is the business of the schools to attempt to provide such experiences. This does not imply that the schools have a monopoly. If, however, there is an existing need, not met by any other organization or agency, or if that need can be met more effectively and/or with less cost to society, then it is an obligation of the school.

Many people who are interested in recreation question the advisability of investing in the school the responsibility for community recreation. Some school boards are not willing to accept this responsibility, while others fail to do anything about it because of lack of sufficient funds. The Education Policies Commission, in the bulletin, "Social Services and the Schools," definitely states that, "Examination of the situation discloses valid and important reasons for investing school authorities with power to administer public recreation. In the first place, the schools commonly provide curriculum activities that constitute a sound basis upon which the broader community-wide program can be built. As the school program is extended to the adult level it includes an increasing proportion of informal activities that are both educational and recreational, thus bringing education and recreation ever closer together. In the second place, school authorities and others recognize that recreation programs carried on outside school hours tends to achieve the same objectives

as the school program; the schools must take advantage of this powerful educative force. In the third place, school authorities control facilities that are publicly owned and admirably adapted to many requirements of the recreation program. Real efficiency in the operation of these facilities can best be secured when both programs are directed by a single agency. Finally, the joining of school and recreation administrations provides for unification of two closely related services with respect to authority, program and personnel administration, thus promoting efficiency and economy in the public service."

In North Carolina there are only a few organized recreation departments. This means that thousands of communities are dependent upon some other agency or organization to provide facilities and personnel for recreational activities. Practically every community has a school and the school has or should have some facilities for recreational activities. These facilities should be available for use, not just six hours a day, five days a week, nine months a year, but should be used all day, every day, the year round. Gymnasiums and locker rooms should be constructed with entrances that could be used without the necessity of opening up the other parts of the school building.

Every school has or should have personnel with more training and experience in recreational activities and such personnel could be employed during the summer months for recreation work. Schools could thus afford to employ better people, and both the school program and the public recreation program would benefit.

It is in the interest of efficiency and economy, in most North Carolina communities, for the schools to administer public recreation as a part of the total education program. However, the school ought not to be expected to conduct the public recreation program on a budget that does not carry an appropriation specifically for recreation or at least an amount over and above that deemed essential for what is considered the regular school program. Many communities have, through various devices, supplemented the school budget with funds for after school and summer recreation. There is a definite trend in this direction, especially in the small towns and cities.

School administrators who have taken the leadership in providing recreational activities for their communities are to be commended and will be rewarded with the satisfaction which comes from discharging a responsibility that can be so easily sidestepped or accepted.—C. E. S.

Agriculture and Homemaking Co-operate at Moyock

■ An outstanding example of how the teachers and students of agriculture and homemaking co-operate for the mutual benefit of those specifically interested in one of these phases of the State program of vocational education is found at the Moyock School in Currituck County. At this school, it is learned from an article recently written for the *American Vocational Journal*, by Rose Mary Codell of the State staff of vocational home economics education supervisors, the entire plant has been greatly improved by the co-operative efforts of students and the teachers of homemaking and agriculture, Mrs. Evelyn B. Creekmore and I. G. Yogel.

But let Miss Codell tell this story, as she saw it firsthand. Quoting from her article, it is learned that upon:

"Entering the principal's office one notes at once the neatness. Storage devices ingeniously suit the articles to be stored. For many of these agriculture boys deserve credit. Draperies were designed and made by the homemaking girls. Beauty, dignity and comfort mark this school.

"Praising the results of co-operative effort, the principal said, 'If you want to see an example of what I mean, just open the door behind you.'

"The door opened on a really beautiful first aid and home nursing room. Every detail disclosed evidence of good planning and a high standard of work. This was a recent accomplishment. It showed the value of community participation. Planning for this project was in the hands of a committee composed of the principal, teachers of agriculture and homemaking, and the president of the PTA.

"The boys removed the old paint from a small, bare, high-ceilinged room. They constructed a well-finished dressing table large enough to provide storage space. Second-hand twin beds were purchased and painted.

"The girls made bed spreads, curtains, bed linen, covered two chairs, the dressing table and stool. They also removed paint and refinished an old mirror for the dressing table unit. They selected and arranged the first aid equipment. First aid equipment is stored in a large cabinet in the lavatory opening off the colorful bedroom.

"All of this was done at a cost of \$104 provided by the PTA, which also established a maintenance fund.

"Certain homemaking students are responsible for cleaning the room regularly; however, the homeroom teacher of any student who uses the bed is responsible for having the linens changed.

"Similar improvements are planned for the teachers' restroom.

"Other Moyock co-operative school and community activities would fill a book. Moyock evaluates and expands its work from time to time. It engages in new activities and projects as needs arise."

Advance 'Invitation to Learning' Schedules Now Available to CBS Listeners On Request

Listeners to Columbia network's "Invitation to Learning," which presents an informal three-way discussion of one of the world's great books each Sunday (WABC-CBS, 11:30 a.m.-12:00 noon, EST), now may obtain a schedule weeks ahead listing what's on the agenda.

The CBS Education Division, which produces the program, has scheduled the books to be discussed in the first quarter of 1946 on a handy, pocket-sized card. The cards are obtainable upon request.

On the initial announcement 1,200 requests were received and the demand continues.

Books to be discussed in February and March are:

February 3: *Metamorphoses*—Ovid; February 10: *Inspector General*—Gogol; February 17: *Ecclesiastical Government*—Hooker; February 24: *Poetry*—Browning.

March 3: *The Trojan Women*—Euripides; March 10: *Science and the Modern World*—Whitehead; March 17: *Maxims*—LaRochefoucauld; March 24: *What Is Art?*—Tolstoy, and March 31: *Peer Gynt*—Ibsen.

Booklet On Forestry Now Available

Two Trees, an illustrated pamphlet especially designed for teachers interested in resource-use education, may be obtained from the Northeastern Forest Experiment Station, 624 Bankers Securities Building, Philadelphia 7, Pa., or from the office of the Regional Forester, U. S. Forest Service, Glenn Building, Atlanta 3, Ga.

The story which this booklet tells is more applicable to hardwood stands than to the coastal areas where pines predominate.

'Teachers' Digest' Has Interesting Articles

Teachers' Digest, a magazine specializing in educational articles and similar in size and format to the well-known *Readers' Digest*, always has a number of articles of interest and importance to those engaged in educational pursuits. The magazine is published monthly during the school year, from September to June, inclusive. The subscription price is \$3 per year, which should be sent to Teachers' Digest, Inc., 520 North Michigan Ave., Chicago 11, Ill.

Survey of School Plant Needs Being Made

A survey of the school plant needs in North Carolina is being made by W. F. Credle, Director of Schoolhouse Planning of the State Department of Public Instruction. This survey is an outgrowth of the meeting of school superintendents in Chapel Hill, when it was voted to make the survey.

Just as soon as all questionnaires, which were prepared by a committee of superintendents headed by Supt. J. W. Wilson of Mecklenburg County, are returned, the tabulated data will be sent to all superintendents, Mr. Credle stated.

The questionnaire is concerned largely with the funds needed for the construction of new school buildings, additions and gymnasiums for both white and Negro children.

Source Materials for Programs Provided

The clearinghouse technique has proved so effective in the field of popular education that the *Postwar Information Exchange*, 41 Maiden Lane, New York 7, after chalking up an extraordinary record during the war, goes into 1946 not only with a new name, but with a greatly expanded program. Its name becomes the *Program Information Exchange*. The *Postwar Information Bulletin*, an invaluable tool for program planners, becomes the *Program Information Bulletin*, increasing its size from four to six or more pages. A program information service has developed out of the lively and successful popular education guide *Here's How It's Done*, published in the fall of 1945. The service will direct program chairmen and discussion leaders in local communities to the best source of material for their programs on national and international problems.

The *Program Information Bulletin* in its new and improved format is more readable and vital than ever. New methods of popular education being developed through experiment and research will be featured prominently during 1946. As in the past, the *Bulletin* contains articles on controversial public issues and descriptions of new pamphlets, films, recordings and radio programs. Sources of visual aids and speakers are listed; educational experiences of grass-roots organizations are reported. In the *Bulletin* members of PIE, who are associated with some 80 educational organizations, pool their expert knowledge and experience. The *Program Information Bulletin* will appear monthly, ten times a year, and has a subscription rate of \$2 with reduced rates for blocks of ten or more sent to the same address. New subscribers may receive a year's subscription and a copy of *Here's How It's Done* (price \$1) for \$2.50.

Asheville Provides Family Life Education

Under the direction of a Family Life Community Council, representing the various religious, educational, professional, civic and social organizations, and a Co-ordinator of Family Life Education, the Asheville schools are now providing a program for improving the family life of the city.

"The main idea back of such a program," according to Rev. W. Perry Crouch, president of the Council, and Dr. Mildred I. Morgan, co-ordinator, "is to make the community more conscious of the need for better family living and to stimulate and co-ordinate all efforts being put forth to improve family life. In fact, it is the schools at work in the community in strengthening and undergirding the family, by helping to co-ordinate efforts to meet needs, as the whole community sees them."

Some of the specific projects already engaged in by this program have been the following: (1) the establishment of a recreation program with a paid director; (2) a series of radio broadcasts; (3) courses in family life education in the high school, churches and for parent-teacher groups; (4) a lay-leadership course in family life; (5) a citywide family life institute; (6) a school for parents, and (7) a forum group on "Homes of Tomorrow."

Consumer Education Series Unit No. 6 Available

Using *Standards and Labels*, a forceful, 128-page high school unit on what many persons closest to consumer-business relations consider the number one consumer problem, has just been released by the Consumer Education Study.

The unit stands on the convincing thesis that the intelligent consumer's greatest need is for facts about the goods he buys—and that the best single device for getting the facts to him is the informative label. It shows why meaningful labels must be based upon defined, standard terms, and teaches the student many of the basic terms now in use. It suggests interesting projects which give him actual experience in using numerous labels.

The student is given an absorbing glimpse behind the scenes of the many recent developments in the field and the key agencies involved. One chapter reports on the activities of agencies that test and rate consumer goods. Another presents a close, impartial analysis of the perennial debate over the value of descriptive and grade labeling.

Consumer Education Study, National Association of Secondary-School Principals, 1201 16th St., N.W., Washington 6, D. C. 25 cents per copy (with discounts up to one third in quantity).

Credle Invited to Become An Editorial Adviser for School Building Yearbook

W. F. Credle, Director of the Division of Schoolhouse Planning for the Department of Public Instruction, has recently been invited to become a member of the Editorial Board of Advisers of *The American School and University*, yearbook devoted to the design, construction, equipment, utilization and maintenance of educational buildings and grounds, which is published by the American School Publishing Corporation, 470 Fourth Avenue, New York 16. This corporation also publishes *The School Executive* and *School Equipment News*. Walter D. Cocking is editor of these publications.

The duties of the editorial board for the yearbook consist primarily in advising the editor with respect to plans and policies, and making suggestions as to topics and problems which should be treated.

On learning of this invitation, State Superintendent Clyde A. Erwin said, "I think this is a distinct honor not only for Bill Credle, but for the State as well. Mr. Credle belongs to a number of national organizations that are concerned with schoolhouse construction and has contributed articles to the yearbook and other national publications. I am pleased that he is being further honored in this way."

Mrs. Maley Heads Child Feeding Program

Mrs. Anne W. Maley has been appointed to succeed Mrs. Louine M. Moore as State Supervisor of the Child Feeding Program which is operated in this State as a part of the program of vocational education, it is announced by State Superintendent of Public Instruction Clyde A. Erwin.

Mrs. Maley's appointment as head of the Child Feeding Program became effective on January 1st. She had been Assistant State Supervisor with a territory embracing 27 southeastern counties of the State since April 1944, when she came with the Department from Camp Tyson, Tennessee, where she managed the Service Club cafeteria.

Mrs. Moore, the former State Supervisor, resigned to accept employment in private business.

Mrs. Maley, a native of Texas, graduated from the Texas State College for Women, receiving the B.S. degree in Vocational Home Economics in 1921. She took graduate work at Colorado State College, and was awarded the master's degree in Homemaking Education from that institution in 1942. Before coming to North Carolina Mrs. Maley was principal of a rural high school in Texas and taught Vocational Home Economics in the high schools of that State for 18 years, at the same time acting in an advisory capacity for the school lunchrooms.

Where Does North Carolina Stand In Salaries Paid Teachers?

■ The following table, taken from the January number of the *NEA Journal*, shows the average salaries of all teachers, supervisors and principals for the school year 1943-44. These figures, the *Journal* states, are convincing evidence of the need for Federal aid and for minimum salary legislation in the various states.

| Rank | State | Average Salary | Rank | State | Average Salary |
|------|---------------------------|----------------|------|---------------------|----------------|
| 1 | New York..... | \$2,726 | 25 | Oklahoma..... | \$1,429 |
| 2 | California..... | 2,616 | 26 | Louisiana..... | 1,427 |
| 3 | District of Columbia..... | 2,610 | 27 | Missouri..... | 1,410 |
| 4 | New Jersey..... | 2,353 | 28 | Montana..... | 1,410* |
| 5 | Massachusetts..... | 2,219 | 29 | Florida..... | 1,390 |
| 6 | Washington..... | 2,099 | 30 | New Mexico..... | 1,360* |
| 7 | Maryland..... | 2,069 | 31 | New Hampshire..... | 1,343 |
| 8 | Rhode Island..... | 2,042 | 32 | Virginia..... | 1,308 |
| 9 | Connecticut..... | 2,019 | 33 | Texas..... | 1,300* |
| 10 | Michigan..... | 2,016 | 34 | Idaho..... | 1,260* |
| 11 | Illinois..... | 2,000* | 35 | Iowa..... | 1,200* |
| 12 | Pennsylvania..... | 1,972 | 35 | Kansas..... | 1,200* |
| 13 | Delaware..... | 1,932 | 37 | Vermont..... | 1,165 |
| 14 | Ohio..... | 1,912 | 38 | Nebraska..... | 1,159 |
| 15 | Nevada..... | 1,876 | 39 | Kentucky..... | 1,158 |
| 16 | Arizona..... | 1,840* | 39 | Maine..... | 1,158 |
| 17 | Indiana..... | 1,833 | 41 | North Carolina..... | 1,130* |
| 18 | Oregon..... | 1,809 | 42 | North Dakota..... | 1,059 |
| 19 | Utah..... | 1,792 | 43 | Alabama..... | 1,009 |
| | National average..... | \$1,755 | 44 | South Dakota..... | 1,000* |
| 20 | Wisconsin..... | 1,705 | 44 | Tennessee..... | 1,000* |
| 21 | Colorado..... | 1,600 | 46 | South Carolina..... | 973 |
| 22 | Minnesota..... | 1,529 | 47 | Georgia..... | 923 |
| 23 | West Virginia..... | 1,508 | 48 | Arkansas..... | 845 |
| 24 | Wyoming..... | 1,471 | 49 | Mississippi..... | 790 |

*Close estimates.

What Funds Wasted for Military Conscription Would Buy

(From testimony by Donald DuShane, Secretary of the NEA Defense Commission, before the House Military Affairs Committee, November 28, 1945.)

■ The cost of compulsory military training, as estimated by the War Department under the May Bill, will be from one billion seven hundred fifty million dollars to two billion dollars. It is probable that these estimates are low as they do not include refresher courses and payments to the reserve force of which the military training system is a part. It may well be assumed that the costs when the system is fully in operation will approximate three billion dollars annually.

To members of the war Congress three billion dollars may not be overwhelming as it is to me, yet I ask your indulgence while I attempt to show some of the social betterments that could be obtained with this sum of money, and which I believe would add much more to our national defense than would military conscription.

With three billion dollars per year it would be possible to:

1. Construct a 10-room, modern school building in every county in the United States each year.
2. Construct a \$50,000 library in every county in the United States each year.
3. Construct annually a \$150,000 hospital in each county.
4. Employ ten full-time school and public health doctors and ten full-time school and public health nurses in every county in the country.
5. Purchase ten new, modern school buses in each county in the United States each year.
6. Maintain one psychiatric and behavior clinic in every county in the United States.
7. Provide ten full-time recreation and juvenile guidance workers in every county in the United States.
8. Bring all schools of the country up to a reasonable standard of efficiency.
9. Provide free education for the three million children under 18 who are now not attending school.
10. Meet the pay roll of one junior college with ten instructors in every county in the United States.
11. Provide all the expenses of a three-year postgraduate course for ten thousand selected students each year.
12. Pay the full maintenance and tuition at college or technical school for one year for the 900,000 boys who would be conscripted under the May Bill.
13. Erect a three quarter million dollar trade and technical school in each congressional district each year.

This would leave an unexpended balance of fifteen million three hundred thousand dollars annually.

If in the second and subsequent years additional buses, hospitals and libraries were not needed in each county, and a second technical school were not needed in each congressional district, the cost would be reduced to less than two billion dollars a year.

While there are various possible plans of spending three billion dollars annually for the social improvement of the United States, the above proposals indicate methods by which our national welfare and defense could be tremendously improved for the same amount that would be wasted at the present time on compulsory military training.

Unionville Community Shows Results of Agricultural Training Program

Not many rural communities in North Carolina can boast of 371 farm families, most of whom are good liver and own their farm, in the opinion of J. M. Osteen, District Supervisor of Agricultural Education for the Department of Public Instruction.

According to Mr. Osteen, E. G. Latham, who has been the teacher of agriculture in the Unionville School and community in Union County since 1931, recently made a survey of his community which showed 371 farm families. "It's a community of farm owners and most of them away above the average," he says. Mr. Latham has found these farmers very co-operative in any plan which will improve their farms and community. For example, he started his work as teacher of agriculture in 1931 (just after graduation from State College) in the seed room of an old barn and with no equipment. He now has a well-equipped classroom 20 x 26 feet, a wood working shop 20 x 50 feet with equipment valued at \$2,050, a metal working shop 20 x 50 feet with \$1,000 worth of equipment, a school community cannery 20 x 60 feet with \$2,200 worth of equipment and a 5,000-bushel sweet potato storage house which cost \$3,000. These facilities have enabled these farmers to become better "live-at-homers." They grow and store their sweet potatoes for winter use, and canned 40,000 cans of vegetables, fruits and meats in the school community cannery last season, and 45,000 cans this season (1945), and J. A. York, one of these farmers, says that their school shop is worth \$10,000 a year to the community for the repair of their farm machinery.

Most of the 371 farm families not only live at home, but have developed a good net cash income from such enterprises as cotton, poultry, milk and lespedeza which has been made possible through the application of better care

and management, Mr. Latham says. Home orchards have been established on a number of farms and farmsteads beautified, homes and outbuildings improved and painted. Mr. Latham reports that there wasn't a half dozen homes painted when he went to Unionville in 1931.

Training of young farmers has been the principal feature of Mr. Latham's activities in the Unionville School. He has had an average enrollment of above 50 each year and at least 85 of these former students of agriculture are in the local community farming at present or will be when they return from the army.

NFA Chapter Raises Funds For Colored Orphanage

The Tyrrell County Training School NFA Chapter recently closed its 1945 drive for funds for the Oxford Colored Orphanage with a total of \$252.03, it is reported by G. K. McKethan, teacher of agriculture.

At the beginning of each school year, Mr. McKethan stated, the chapter sets up its program of work. The orphanage drive is put at the top of the list. Each NFA boy makes his contribution of 50 cents on this objective as he enters school. A committee of from three to five NFA boys is named to work the localities from which they come. There are four localities in Tyrrell County. A list of all key persons in the four localities is prepared which the committee will work with in promoting the program. These key people include the ministers in the county, school principals, Sunday school superintendents, and the presidents of all clubs. The names of these key people are sent to the State Supervisor of Agriculture S. B. Simmons, who, in turn, writes a letter explaining the need for supporting the orphanage.

"With the co-operation of these agencies," Mr. McKethan stated, "we have been able from year to year to make a creditable contribution to the orphanage. In fact, I am almost persuaded to say it is fast becoming a philosophy of the people here to support the orphanage each year."

Logan Writes Article for Southern Display News

W. B. Logan, Teacher Trainer in Distributive Education for the Department of Public Instruction, has written an article entitled "North Carolina Display" which appeared in the December 1945 number of *Southern Display News*, official organ of the Southern Display Organization, published in Fort Worth, Texas. This organization is interested in the promotion of Southern display and is devoted to closer relations between Southern displaymen, merchants and manufacturing.

Mr. Logan's article described the work of the distributive education program in North Carolina and is illustrated by examples of display from several North Carolina retail stores.

Weekly Religious Education Program Is Growing

"The program of Weekly Religious Education goes steadily forward in the State of North Carolina." This is the report of Dr. Price H. Gwynn, Jr., Chairman of the Weekly Religious Committee of the North Carolina Council of Churches.

In his recent report to the Council, Dr. Gwynn stated that several communities are planning to expand the instructional opportunities for Bible study to Negroes and that others are adding teachers to staffs which have already been functioning efficiently.

Following is a revised list of places where the Bible is taught: Albemarle, Asheville (3), Barium Springs (2), Belmont, Black Mountain, Burlington (2), Brevard, Candor, Caroleen, Charlotte (3), Cherryville, Concord (2), Davidson, Dunn (2), Durham (2), Fayetteville (2), Forest City, Gastonia, Goldsboro, Greensboro (2), Harrisburg, Henderson, Hickory, High Point, Hillsboro, Jacksonville, Kannapolis, Kings Mountain, Kinston, Laurinburg, Leaksville-Spray, Lenoir, Lexington (2), Lillington, Lincolnton, Linden, Manchester, Manteo, Matthews, Maxton, Monroe, Morganton, Mount Airy, Mount Olive, Mount Pleasant, Oxford, Plymouth (3), Raeford, Reidsville, Red Springs, Roxboro (2), Richlands, Rutherfordton-Spindale (2), Salisbury, Sanford, Selma, Statesville (2), Swannanoa, Thomasville, Troutman, Wadesboro, Wagram, Washington, Weaverville (2), Whiteville, Wilmington (2), Winston-Salem (2), Yadkinville (2).

'Building America' Units Now Available

"Building America" the pictorial study-unit series sponsored by the Department of Supervision and Curriculum Development of the NEA, presents as its first issue in the 1945-46 series a unit on China. This number is particularly timely in the face of current necessity for world co-operation. Discussions on Chinese culture and the resources and physical features of the country help readers to see the differences and similarities between China and the United States. As are all "Building America" units, the unit on China is generously illustrated with photographs, graphs and maps used to reinforce the story. This unit on China or any other single unit may be obtained for 30 cents a copy. The 1945-46 series includes issues on the following topics: China, Public Opinion, Machinery for Foreign Relations, Oil, Our Land Resources, Public Health, Co-operatives, and America and the Dance. Units may be ordered from the Department of Supervision and Curriculum Development, 1201 16th Street, N.W., Washington 6, D. C.

Has the War Hurt Teachers and Other White-collar Workers?

■ Upward of 12,000,000 white-collar and professional employees, including teachers, are worse off in income and standard of living than before the war, in the opinion of experts polled recently by Arthur Kornhauser, Bureau of Applied Social Research, Columbia University. Results are published in the *American Magazine* for December, 1945. The poll included representatives of all the "white-collar classes"—office workers, store clerks and salespeople, teachers, engineers, chemists, draftsmen, accountants, supervisors, nurses, actors and musicians, clergymen, social workers.

In reply to the question, are white-collar and professional employees better or worse off than before the war, the experts voted:

| | Per Cent |
|------------------------------------|----------|
| Worse off..... | 72 |
| Better off..... | 13 |
| No difference..... | 10 |
| Doubtful..... | 5 |
| Worse hit than manual workers..... | 87 |
| Less affected..... | 0 |
| No difference..... | 7 |
| Doubtful..... | 6 |

Three fourths of the experts agree that the white-collar groups as a whole went downhill during the war in terms of what their earnings could buy, that the rising cost of living and extra taxes left the average salaried worker definitely worse off than before the war. Nearly nine out of ten experts declared that the white-collar groups were relatively worse off than manual workers.

Teachers are the "forgotten men and women" of the war period, say four out of every five experts. In spite of the rising cost of living, they point out, teachers' salaries remained at fixed low levels, they did not get overtime pay, and since 1940 have had to pay income tax. "Teachers are in a poor bargaining position," say several authorities, "since they do not have strong unions and are, in many cases, bound to their jobs by desire for security and by devotion to their vocation."

Social distinction between white-collar and manual workers have been breaking down during the war, the experts agree. "This change is due both to the large number of white-collar people who have taken factory jobs and to the enhanced prestige and dignity of wartime manual labor." The experts warn against thinking of white-collar group interests as opposed to those of other sections of the population. Most of them expect to see increased unity rather than opposition between salaried groups and wage earners.

Supervisors Conference To Be Held

A conference of the supervisors of the State has been called by Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the State Department of Public Instruction, to meet in Raleigh on February 15-16. The purpose of the conference will be to discuss ways by which more effective supervision may be promoted in the public schools.

The program is divided into three parts as follows:

1. What Supervisors Are Doing to Promote the In-service Training of Teachers.

2. The Place of Audio-Visual Education in a Supervisory Program.

3. Discussion of Some Topics of Special Interest: (1) Improving Instruction in Music; (2) Practical Uses of Tests and Measurements, and (3) The Use of the Library in the Improvement of Instruction.

The first session of the conference will be held on Friday at 10 a.m. A dinner meeting will feature the second session at 6:30 p.m. on Friday, and the final session will be at 9:30 a.m. Saturday. Except for the dinner meeting, for which the place will be announced, the sessions will be held in the assembly room of the Education Building.

It is expected that the 21 supervisors now employed in the State will be present and make reports on what is being done in their respective units. In addition a number of superintendents and others have been invited to participate in the program.

Rehabilitation Division Holds Staff Conference

A conference of the members of the staff of the Rehabilitation Division, Department of Public Instruction, was held in Raleigh on January 14-15. The theme of the conference, which was called by Charles H. Warren, Director of Vocational Rehabilitation, was "Reconversion of Vocational Rehabilitation Program to Meet Changing Situation." Some of the problems with which rehabilitation is now faced, it was brought out, were the following:

1. A dwindling labor market; competition for jobs; hiring standards; labor union and employer restrictions.

2. An increased demand for rehabilitation services.

3. Competition with veterans' program and civilians seeking training and employment.

4. Maintenance and increase of current production rate and improvement in the quality of services.

5. Increased cost of services.

In addition to staff members the conference was addressed by H. B. Cummings, Regional Representative, Region III, U. S. Office of Vocational Rehabilitation; Robert M. duBruyne, Acting State Director, U. S. Employment Service; I. Weisner Farmer, Secretary, N. C. Industrial Commission, and State Superintendent Clyde A. Erwin.

Published Monthly by the State Department of Public Instruction

There are, according to reports for the school year 1943-44, 3,512 elementary schools in the State, 1,660 for

white children and 1,852 for Negroes. These schools range in size from 839 one-teacher schools on up to 695 having ten or more teachers. (See the Decem-ber, 1945, number of this publication for further information concerning the number and size of elementary schools.)

According to these same reports there are 656 accredited elementary schools, 626 for the whites and 30 for Negro children.

An accredited school is one that has met certain minimum standards, in time.

I. ACCREDITED ELEMENTARY SCHOOLS

| YEAR | A. WHITE | | | | | | | | | | | | | |
|--------------|----------------------|-------|--------|------------------------------|-------|--------|-------------------|-------|--------|-------------------------------------|---------|---------|---------------------------------|-------|
| | 1. NO. ELEM. SCHOOLS | | | 2. HAVING 7 OR MORE TEACHERS | | | 3. NO AC-CREDITED | | | 4. ENROLLMENT IN ACCREDITED SCHOOLS | | | 5. % ELEM. ENROLL. ACC. SCHOOLS | |
| | City | Total | County | City | Total | County | City | Total | County | City | Total | County | City | Total |
| 1924-25..... | 3,791 | * | 270 | 185 | 455 | 26 | 30 | 56 | * | * | * | * | * | * |
| 1925-26..... | 2,867 | 243 | 3,110 | 400 | 229 | 679 | 243 | 144 | 387 | 102,507 | 82,384 | 184,891 | 26.8 | 66.2 |
| 1926-27..... | 2,653 | 244 | 2,897 | 553 | 212 | 765 | 274 | 152 | 426 | * | * | * | * | * |
| 1927-28..... | 2,237 | 251 | 2,488 | 550 | 207 | 757 | 274 | 147 | 421 | 127,184 | 88,553 | 215,737 | 36.7 | 71.0 |
| 1928-29..... | 2,172 | 271 | 2,443 | 599 | 212 | 811 | 272 | 143 | 415 | 123,289 | 84,431 | 207,720 | 30.2 | 69.4 |
| 1929-30..... | 1,956 | 265 | 2,221 | 592 | 207 | 799 | 327 | 147 | 474 | 144,334 | 87,361 | 231,695 | 30.7 | 72.6 |
| 1930-31..... | 1,941 | 274 | 2,215 | 612 | 216 | 828 | 349 | 168 | 517 | 154,754 | 91,607 | 246,361 | 40.9 | 75.7 |
| 1931-32..... | 1,807 | 280 | 2,087 | 620 | 222 | 842 | 376 | 190 | 566 | 168,162 | 98,402 | 267 | 31.3 | 45.4 |
| 1932-33..... | 1,699 | 268 | 1,967 | 636 | 214 | 850 | 380 | 181 | 561 | 166,913 | 95,770 | 261,933 | 45.4 | 79.0 |
| 1933-34..... | 1,528 | 258 | 1,884 | 641 | 211 | 855 | 390 | 188 | 578 | 169,318 | 93,364 | 268,682 | 46.7 | 84.1 |
| 1934-35..... | 1,503 | 261 | 1,826 | 649 | 212 | 869 | 401 | 195 | 605 | 175,260 | 90,466 | 274,726 | 48.8 | 86.2 |
| 1935-36..... | 1,539 | 261 | 1,793 | 656 | 214 | 870 | 237 | 167 | 404 | 194,936 | 80,911 | 175,847 | 26.7 | 70.4 |
| 1936-37..... | 1,487 | 261 | 1,748 | 653 | 217 | 870 | 310 | 187 | 537 | 126,373 | 89,796 | 216,169 | 35.8 | 79.2 |
| 1937-38..... | 1,438 | 258 | 1,691 | 655 | 211 | 866 | 334 | 192 | 536 | 141,650 | 92,167 | 233,817 | 40.4 | 80.2 |
| 1938-39..... | 1,413 | 259 | 1,672 | 616 | 218 | 882 | 380 | 205 | 585 | 155,845 | 96,481 | 252,333 | 43.8 | 86.8 |
| 1939-40..... | 1,392 | 268 | 1,660 | 695 | 231 | 926 | 411 | 215 | 626 | 185,915 | 105,602 | 291,517 | 60.8 | 86.9 |
| 1940-41..... | 1,392 | 268 | 1,660 | 695 | 231 | 926 | 411 | 215 | 626 | 185,915 | 105,602 | 291,517 | 60.8 | 86.9 |
| 1941-42..... | 1,392 | 268 | 1,660 | 695 | 231 | 926 | 411 | 215 | 626 | 185,915 | 105,602 | 291,517 | 60.8 | 86.9 |
| 1942-43..... | 1,392 | 268 | 1,660 | 695 | 231 | 926 | 411 | 215 | 626 | 185,915 | 105,602 | 291,517 | 60.8 | 86.9 |
| 1943-44..... | 1,392 | 268 | 1,660 | 695 | 231 | 926 | 411 | 215 | 626 | 185,915 | 105,602 | 291,517 | 60.8 | 86.9 |

| | | | | | | | | | | | | | |
|----------|-------|-----|-------|----|----|-----|---|----|----|-------|--------|--------|--------|
| 1924-25 | 2,316 | * | 13 | * | * | * | * | * | * | * | * | * | * |
| 1929-30 | 2,213 | 151 | 2,364 | 32 | 65 | 97 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 1930-31 | 2,190 | 149 | 2,339 | 34 | 77 | 111 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 1931-32 | 2,185 | 160 | 2,295 | 45 | 70 | 115 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 1932-33 | 2,152 | 156 | 2,308 | 63 | 74 | 137 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 1933-34 | 2,064 | 193 | 2,260 | 71 | 77 | 148 | 2 | 12 | 14 | 550 | 6,837 | 7,457 | 8,110 |
| 1934-35 | 2,088 | 202 | 2,290 | 60 | 80 | 140 | 2 | 12 | 14 | 590 | 6,867 | 7,457 | 8,110 |
| 1935-36 | 2,055 | 205 | 2,262 | 55 | 87 | 141 | 6 | 23 | 28 | 1,951 | 13,968 | 15,919 | 17,227 |
| 1936-37 | 2,019 | 204 | 2,223 | 56 | 89 | 144 | 5 | 23 | 28 | 1,756 | 14,232 | 15,988 | 17,227 |
| 1937-38 | 1,969 | 204 | 2,173 | 63 | 87 | 150 | 4 | 23 | 27 | 1,523 | 13,944 | 15,457 | 16,921 |
| 1938-39 | 1,925 | 198 | 2,121 | 73 | 88 | 161 | 4 | 23 | 27 | 1,742 | 13,447 | 15,189 | 16,921 |
| 1939-40† | 1,860 | 203 | 2,063 | 76 | 87 | 163 | 3 | 15 | 18 | 1,320 | 7,830 | 9,150 | 8,125 |
| 1940-41 | 1,773 | 203 | 1,979 | 84 | 95 | 179 | 8 | 14 | 17 | 1,200 | 7,417 | 8,617 | 7,111 |

It will be further noted from table I that there were 1,139 schools that had seven or more teachers employed during 1943-44. This number, when compared with number accredited shows that there were 483 schools that had not met the requirements other than number of teachers for accreditation.

These two tables, II and III, show the number of elementary schools, the number accredited, the total elementary enrollment, and the number and percent of enrollment in accredited schools in county and city administrative units. This information is presented for both white and Negro schools.

The significant phase of these tables is the per cent columns. Two coun-

| ADMINISTRATIVE UNIT | WHITE | | | | NEGRO | | | |
|------------------------|-------------------|----------------------|--------------------------|-----------------------------|-------------------|----------------------|--------------------------|-----------------------------|
| | Number Schools | Number Accredited | Total Enroll- ment | AccePted Enroll- ment | Number Schools | Number Accredited | Total Enroll- ment | AccePted Enroll- ment |
| Alabama | 13 | 7 | 4,988 | 3,833 | 76.8 | 16 | ... | 1,875 |
| Alexander | 12 | 3 | 2,615 | 1,588 | 60.8 | 1 | ... | 369 |
| Allegany | 16 | ... | 1,512 | ... | ... | 4 | ... | 72 |
| Anson | 6 | 1 | 1,570 | 397 | 25.3 | 36 | ... | 2,447 |
| Ashe | 56 | 3 | 4,611 | 1,083 | 23.5 | 4 | ... | 76 |
| Avery | 10 | 1 | 3,322 | 382 | 11.5 | 1 | ... | 61 |
| Beaufort | 6 | 6 | 2,443 | 2,443 | 100.0 | 15 | ... | 1,875 |
| Bertie | 10 | 3 | 1,991 | 1,001 | 50.3 | 45 | ... | 4,318 |
| Bladen | 11 | 1 | 3,507 | 1,176 | 33.5 | 22 | ... | 2,812 |
| Brunswick | 5 | 3 | 2,583 | 1,136 | 44.0 | 14 | ... | 1,633 |
| Buncombe | 32 | 10 | 10,896 | 4,867 | 44.6 | 6 | ... | 566 |
| Burke | 14 | 9 | 4,759 | 4,049 | 85.1 | 4 | ... | 235 |
| Cabarrus | 10 | 7 | 4,527 | 4,156 | 91.8 | 17 | ... | 923 |
| Caldwell | 23 | 4 | 5,694 | 3,12 | 54.7 | 6 | ... | 925 |

III. ACCREDITED ELEMENTARY SCHOOLS, 1943-44—CITY UNITS

| ADMINISTRATIVE UNIT | WHITE | | | | NEGRO | | | | PER CENT |
|-----------------------|--------|--------|---------|----------|--------|--------|---------|----------|----------|
| | Number | Number | Enroll. | PER CENT | Number | Number | Enroll. | PER CENT | |
| Albemarle..... | 3 | 3 | 1,458 | 100.0 | ... | ... | ... | ... | ... |
| Andrews..... | 3 | 3 | 1,109 | 100.0 | ... | ... | ... | ... | ... |
| Asheboro..... | 2 | 2 | 1,353 | 100.0 | ... | ... | ... | ... | ... |
| Asheville..... | 9 | 8 | 3,825 | 93.2 | ... | ... | ... | ... | ... |
| Burlington..... | 7 | 6 | 3,283 | 94.2 | ... | ... | ... | ... | ... |
| Canton..... | 5 | 5 | 2,097 | 100.0 | ... | ... | ... | ... | ... |
| Chapel Hill..... | 1 | 1 | 515 | 100.0 | ... | ... | ... | ... | ... |
| Charlotte..... | 18 | 16 | 9,166 | 90.9 | ... | ... | ... | ... | ... |
| Cherryville..... | 2 | 2 | 917 | 100.0 | ... | ... | ... | ... | ... |
| Clinch..... | 1 | 1 | 828 | 100.0 | ... | ... | ... | ... | ... |
| Concord..... | 4 | 4 | 1,946 | 100.0 | ... | ... | ... | ... | ... |
| Durham..... | 10 | 10 | 4,658 | 100.0 | ... | ... | ... | ... | ... |
| Edenton..... | 1 | 1 | 656 | 100.0 | ... | ... | ... | ... | ... |
| Elizabeth City..... | 2 | 2 | 1,419 | 100.0 | ... | ... | ... | ... | ... |
| Elm City..... | 2 | 2 | 1,603 | 100.0 | ... | ... | ... | ... | ... |
| Fairmont..... | 3 | 3 | 1,825 | 100.0 | ... | ... | ... | ... | ... |
| Fayetteville..... | 5 | 5 | 2,719 | 100.0 | ... | ... | ... | ... | ... |
| Franklin..... | 1 | 1 | 782 | 100.0 | ... | ... | ... | ... | ... |
| Gastonia..... | 2 | 2 | 1,081 | 100.0 | ... | ... | ... | ... | ... |
| Glen Alpine..... | 3 | 3 | 1,801 | 100.0 | ... | ... | ... | ... | ... |
| Goldsboro..... | 11 | 11 | 4,963 | 100.0 | ... | ... | ... | ... | ... |
| Greensboro..... | 3 | 3 | 1,315 | 100.0 | ... | ... | ... | ... | ... |
| Hamlet..... | 3 | 3 | 1,049 | 100.0 | ... | ... | ... | ... | ... |
| Henderson..... | 6 | 6 | 1,556 | 100.0 | ... | ... | ... | ... | ... |
| Hickory..... | 2 | 2 | 723 | 100.0 | ... | ... | ... | ... | ... |
| Hickoryville..... | 8 | 8 | 2,845 | 100.0 | ... | ... | ... | ... | ... |
| High Point..... | 9 | 9 | 4,991 | 100.0 | ... | ... | ... | ... | ... |
| Kannapolis..... | 5 | 5 | 3,675 | 100.0 | ... | ... | ... | ... | ... |
| Kings Mountain..... | 4 | 4 | 1,239 | 100.0 | ... | ... | ... | ... | ... |
| Kinston..... | 2 | 2 | 1,564 | 100.0 | ... | ... | ... | ... | ... |
| Laurinburg..... | 2 | 2 | 1,062 | 100.0 | ... | ... | ... | ... | ... |
| Leaksville..... | 6 | 6 | 2,945 | 100.0 | ... | ... | ... | ... | ... |
| Lenoir..... | 3 | 3 | 1,344 | 100.0 | ... | ... | ... | ... | ... |
| Lexington..... | 4 | 4 | 1,933 | 100.0 | ... | ... | ... | ... | ... |
| Lincolnton..... | 3 | 3 | 1,381 | 100.0 | ... | ... | ... | ... | ... |
| Lumberton..... | 3 | 3 | 1,012 | 100.0 | ... | ... | ... | ... | ... |
| Madison..... | 2 | 2 | 1,096 | 100.0 | ... | ... | ... | ... | ... |
| Marion..... | 5 | 5 | 1,903 | 100.0 | ... | ... | ... | ... | ... |
| Monroe..... | 2 | 2 | 696 | 100.0 | ... | ... | ... | ... | ... |
| Mooreville..... | 2 | 2 | 1,266 | 100.0 | ... | ... | ... | ... | ... |
| Morganton..... | 2 | 2 | 1,359 | 100.0 | ... | ... | ... | ... | ... |
| Morven..... | 1 | 1 | 227 | 100.0 | ... | ... | ... | ... | ... |
| Mount Airy..... | 3 | 3 | 1,706 | 100.0 | ... | ... | ... | ... | ... |
| Murphy..... | 4 | 4 | 1,925 | 100.0 | ... | ... | ... | ... | ... |
| New Bern..... | 3 | 3 | 1,262 | 100.0 | ... | ... | ... | ... | ... |
| Newton..... | 2 | 2 | 1,308 | 100.0 | ... | ... | ... | ... | ... |
| North Wilkesboro..... | 1 | 1 | 653 | 100.0 | ... | ... | ... | ... | ... |
| Oxford..... | 3 | 3 | 1,079 | 100.0 | ... | ... | ... | ... | ... |
| Pinehurst..... | 1 | 1 | 274 | 100.0 | ... | ... | ... | ... | ... |
| Raleigh..... | 10 | 7 | 4,169 | 83.5 | ... | ... | ... | ... | ... |
| Red Springs..... | 1 | 1 | 391 | 100.0 | ... | ... | ... | ... | ... |
| Reidsville..... | 4 | 4 | 1,313 | 100.0 | ... | ... | ... | ... | ... |
| Reno..... | 5 | 5 | 1,554 | 100.0 | ... | ... | ... | ... | ... |
| Rockingham..... | 2 | 2 | 1,085 | 100.0 | ... | ... | ... | ... | ... |
| Rocky Mount..... | 5 | 5 | 1,928 | 100.0 | ... | ... | ... | ... | ... |
| Salisbury..... | 4 | 4 | 1,923 | 100.0 | ... | ... | ... | ... | ... |
| Sanford..... | 7 | 7 | 2,072 | 100.0 | ... | ... | ... | ... | ... |
| Shelby..... | 1 | 1 | 359 | 100.0 | ... | ... | ... | ... | ... |
| Southern Pines..... | 1 | 1 | 1,565 | 100.0 | ... | ... | ... | ... | ... |
| Statesville..... | 1 | 1 | 983 | 100.0 | ... | ... | ... | ... | ... |
| Tarboro..... | 4 | 4 | 1,697 | 100.0 | ... | ... | ... | ... | ... |
| Thomasville..... | 3 | 3 | 1,353 | 100.0 | ... | ... | ... | ... | ... |
| Trion-Saluda..... | 3 | 3 | 727 | 100.0 | ... | ... | ... | ... | ... |
| Wadesboro..... | 2 | 2 | 805 | 100.0 | ... | ... | ... | ... | ... |
| Washington..... | 2 | 2 | 1,452 | 100.0 | ... | ... | ... | ... | ... |
| Weldon..... | 1 | 1 | 430 | 100.0 | ... | ... | ... | ... | ... |
| Wilson..... | 3 | 3 | 1,811 | 100.0 | ... | ... | ... | ... | ... |
| Winston-Salem..... | 10 | 10 | 5,846 | 100.0 | ... | ... | ... | ... | ... |
| TOTAL..... | 268 | 215 | 121,473 | 86.9 | 190 | 23 | 62,013 | 13.070 | 21.1 |

| | | | | | | | | | | | | | | |
|-------------------|-------|-------|---------|---------|-------|-------|-------|---------|-------|-------|----|---------|-------|-----|
| Cherokee..... | 25 | 1,934 | 312 | 80.4 | 6 | 368 | 1,934 | 6 | 368 | | | | | |
| Chowan..... | 2 | 1 | 1,214 | ... | 1 | 388 | 1,214 | 1 | 388 | | | | | |
| Clay..... | 7 | 5,904 | 3,130 | 46.6 | 31 | 3,146 | 5,904 | 31 | 3,146 | | | | | |
| Cleveland..... | 13 | 6,716 | 706 | 27.5 | 23 | 2,010 | 6,716 | 23 | 2,010 | | | | | |
| Columbus..... | 12 | 2,570 | 2,967 | 53.3 | 32 | 3,341 | 2,570 | 32 | 3,341 | | | | | |
| Craven..... | 20 | 6 | 671 | 42.6 | 4 | 473 | 6 | 4 | 473 | | | | | |
| Cumberland..... | 5 | 2 | 839 | 75.5 | 1 | 388 | 5 | 1 | 388 | | | | | |
| Curtis..... | 17 | 10 | 5,259 | 24.7 | 12 | 564 | 10 | 12 | 564 | | | | | |
| Dare..... | 13 | 1 | 2,067 | 511 | 30 | 3,544 | 13 | 30 | 3,544 | | | | | |
| Davidson..... | 10 | 8 | 3,009 | 2,835 | 94.2 | 7 | 1,254 | 8 | 1,254 | | | | | |
| Durham..... | 9 | 2 | 2,171 | 956 | 44.0 | 37 | 4,312 | 9 | 37 | 4,312 | | | | |
| Edgecombe..... | 18 | 16 | 7,776 | 7,402 | 95.2 | 15 | 1,166 | 16 | 15 | 1,166 | | | | |
| Forsyth..... | 11 | 7 | 2,631 | 2,066 | 78.5 | 38 | 2,909 | 11 | 38 | 2,909 | | | | |
| Franklin..... | 24 | 15 | 11,395 | 9,014 | 79.1 | 16 | 2,084 | 24 | 16 | 2,084 | | | | |
| Gaston..... | 5 | 1 | 790 | 243 | 30.8 | 20 | 1,304 | 5 | 20 | 1,304 | | | | |
| Gates..... | 6 | 2 | 2,104 | 1,718 | 81.7 | 1 | 47 | 6 | 1 | 47 | | | | |
| Graham..... | 5 | 3 | 1,717 | 1,067 | 62.1 | 36 | 2,272 | 5 | 36 | 2,272 | | | | |
| Granville..... | 6 | 3 | 2,402 | 1,264 | 52.6 | 19 | 2,306 | 6 | 19 | 2,306 | | | | |
| Greene..... | 27 | 15 | 9,721 | 6,840 | 70.4 | 15 | 1,890 | 27 | 15 | 1,890 | | | | |
| Guilford..... | 10 | 2 | 1,912 | 639 | 33.4 | 56 | 7,669 | 10 | 56 | 7,669 | | | | |
| Halifax..... | 15 | 10 | 7,043 | 6,323 | 89.8 | 20 | 3,263 | 15 | 20 | 3,263 | | | | |
| Harnett..... | 19 | 1 | 4,597 | 1,005 | 21.9 | 81 | 137 | 19 | 81 | 137 | | | | |
| Haywood..... | 10 | 7 | 3,569 | 2,777 | 77.9 | 3 | 585 | 10 | 3 | 585 | | | | |
| Henderson..... | 4 | 1 | 1,120 | 547 | 48.8 | 21 | 2,952 | 4 | 21 | 2,952 | | | | |
| Hertford..... | 7 | 1 | 1,035 | 486 | 47.0 | 20 | 2,825 | 7 | 20 | 2,825 | | | | |
| Hoke..... | 5 | 630 | 3,082 | 63.1 | 18 | 1,622 | 5 | 18 | 1,622 | | | | | |
| Iredell..... | 18 | 7 | 4,803 | 3,548 | 74.1 | 1 | 129 | 18 | 1 | 129 | | | | |
| Jackson..... | 28 | 2 | 3,548 | 855 | 24.1 | 1 | 3,524 | 28 | 1 | 3,524 | | | | |
| Johnston..... | 17 | 1 | 9,839 | 698 | 7.1 | 15 | 1,479 | 17 | 15 | 1,479 | | | | |
| Jones..... | 4 | 4 | 1,278 | 1,194 | 81.1 | 1 | 577 | 4 | 1 | 577 | | | | |
| Lee..... | 4 | 3 | 1,472 | 1,163 | 39.4 | 30 | 2,816 | 4 | 30 | 2,816 | | | | |
| Lenoir..... | 7 | 3 | 2,949 | 1,887 | 25.8 | 13 | 702 | 7 | 13 | 702 | | | | |
| Lincoln..... | 16 | 2 | 3,250 | 837 | 25.8 | 1 | 93 | 16 | 1 | 93 | | | | |
| Macon..... | 27 | 35 | 5,195 | 4,195 | 80.8 | 2 | 57 | 27 | 2 | 57 | | | | |
| Madison..... | 35 | 5 | 4,195 | 2,675 | 64.0 | 23 | 3,255 | 35 | 23 | 3,255 | | | | |
| Martin..... | 10 | 3 | 2,584 | 2,264 | 89.3 | 4 | 3,315 | 10 | 4 | 3,315 | | | | |
| McDowell..... | 7 | 5 | 7,366 | 3,139 | 42.6 | 28 | ... | 7 | 28 | ... | | | | |
| Mecklenburg..... | 24 | 14 | 3,139 | 263 | 11.3 | 10 | 1,204 | 24 | 10 | 1,204 | | | | |
| Mitchell..... | 11 | 1 | 2,336 | 2,255 | 65.6 | 18 | 1,641 | 11 | 18 | 1,641 | | | | |
| Montgomery..... | 13 | 1 | 3,438 | 3,497 | 70.1 | 35 | 4,547 | 13 | 35 | 4,547 | | | | |
| Moore..... | 10 | 6 | 4,990 | 7,353 | 92.6 | 1 | 363 | 10 | 1 | 363 | | | | |
| Nash..... | 20 | 10 | 7,937 | 749 | 44.6 | 12 | 1,281 | 20 | 12 | 1,281 | | | | |
| New Hanover..... | 13 | 11 | 7,937 | 1,301 | 65.9 | 23 | 1,342 | 13 | 23 | 1,342 | | | | |
| Northampton..... | 8 | 3 | 3,868 | 750 | 90.0 | 13 | 835 | 8 | 13 | 835 | | | | |
| Onslow..... | 10 | 5 | 1,142 | 1,771 | 82.6 | 27 | 2,047 | 10 | 27 | 2,047 | | | | |
| Orange..... | 4 | 4 | 1,974 | 1,716 | 90.6 | 16 | 1,176 | 4 | 16 | 1,176 | | | | |
| Pamlico..... | 5 | 2 | 833 | 2,068 | 66.2 | 22 | 2,801 | 5 | 22 | 2,801 | | | | |
| Pasquotank..... | 3 | 2 | 2,143 | 5,062 | 100.0 | 49 | 5,765 | 3 | 49 | 5,765 | | | | |
| Pender..... | 7 | 4 | 2,143 | 334 | 23.9 | 6 | 212 | 7 | 6 | 212 | | | | |
| Person..... | 3 | 2 | 790 | 2,215 | 36.1 | 11 | 641 | 3 | 11 | 641 | | | | |
| Pitt..... | 13 | 13 | 3,125 | 1,584 | 60.4 | 17 | 1,738 | 13 | 17 | 1,738 | | | | |
| Polk..... | 4 | 1 | 1,395 | 1,171 | 12.3 | 39 | 4,434 | 4 | 39 | 4,434 | | | | |
| Randolph..... | 23 | 6 | 6,130 | 3,579 | 90.9 | 26 | 1,405 | 23 | 26 | 1,405 | | | | |
| Richmond..... | 9 | 2 | 2,623 | 6,034 | 86.7 | 22 | 2,083 | 9 | 22 | 2,083 | | | | |
| Robeson..... | 39 | 2 | 9,494 | 1,711 | 52.2 | 14 | 3,310 | 39 | 14 | 3,310 | | | | |
| Rockingham..... | 11 | 9 | 3,938 | 1,711 | 30.6 | 43 | 2,205 | 11 | 43 | 2,205 | | | | |
| Rowan..... | 21 | 13 | 6,961 | 4,273 | 61.1 | 6 | 877 | 21 | 6 | 877 | | | | |
| Rutherford..... | 23 | 8 | 7,993 | 2,104 | 56.0 | 8 | 521 | 23 | 8 | 521 | | | | |
| Sampson..... | 20 | 4 | 5,588 | 1,251 | 18.1 | 11 | 348 | 20 | 11 | 348 | | | | |
| Scotland..... | 5 | 1 | 1,290 | 1,998 | 80.5 | 2 | 178 | 5 | 2 | 178 | | | | |
| Stanly..... | 12 | 6 | 3,758 | 988 | 39.9 | 5 | 537 | 12 | 5 | 537 | | | | |
| Stokes..... | 14 | 2 | 4,072 | 3,441 | 61.8 | 34 | 2,097 | 14 | 34 | 2,097 | | | | |
| Surry..... | 22 | 2 | 6,924 | 2,70 | 23.4 | 12 | 2,014 | 22 | 12 | 2,014 | | | | |
| Swain..... | 13 | 4 | 2,482 | 5,298 | 87.3 | 35 | 5,558 | 13 | 35 | 5,558 | | | | |
| Transylvania..... | 13 | 1 | 2,350 | 1,737 | 53.8 | 31 | 3,902 | 13 | 31 | 3,902 | | | | |
| Tyrrell..... | 2 | 1 | 477 | 663 | 19.2 | 1 | 61 | 2 | 1 | 61 | | | | |
| Union..... | 20 | 9 | 5,565 | 4,168 | 97.8 | 20 | 2,947 | 20 | 20 | 2,947 | | | | |
| Vance..... | 5 | 1 | 1,154 | 2,028 | 27.0 | 6 | 429 | 5 | 6 | 429 | | | | |
| Wake..... | 17 | 12 | 6,072 | 363 | 11.2 | 24 | 2,262 | 17 | 24 | 2,262 | | | | |
| Washington..... | 8 | 1 | 1,737 | 3,691 | 95.9 | 7 | 258 | 8 | 7 | 258 | | | | |
| Wayne..... | 31 | 1 | 3,456 | 1,531 | 44.5 | 1 | 38 | 31 | 1 | 38 | | | | |
| Wilkes..... | 11 | 10 | 4,261 | 185,915 | 50.3 | 1,662 | 7 | 11 | 1,662 | 7 | 11 | | | |
| Wilson..... | 55 | 4 | 7,523 | 2,028 | 27.0 | 6 | 429 | 55 | 6 | 429 | | | | |
| Yadkin..... | 12 | 1 | 3,231 | 363 | 11.2 | 24 | 2,262 | 12 | 24 | 2,262 | | | | |
| Yancey..... | 25 | 3 | 3,444 | 3,691 | 95.9 | 7 | 258 | 25 | 7 | 258 | | | | |
| TOTAL..... | 1,392 | 411 | 366,492 | 185,915 | 50.3 | 1,662 | 7 | 169,028 | 1,392 | 1,662 | 7 | 169,028 | 3,193 | 1.9 |

Equality of Educational Opportunities In U. S. a Myth, Norton Declares

■ Equal opportunity for an education does not exist in the United States, John K. Norton, Chairman of the Department of Education Administration at Teachers College, Columbia University, declared recently. In an article, "The Myth of Educational Equality," in the January *American Mercury*, Dr. Norton charges that millions of children in the United States are in schools that do not deserve the name. "Children in the economically poorer states not only attend schools financed at poverty levels, but also have a much greater chance of not being in school at all," he writes.

"Some sections of the nation are rich in number of children, but poor in amount of wealth and income. Even though they levy relatively high taxes, they raise inadequate amounts for education. Other areas are rich in income, but poor in number of children. They can afford good schools on below-par tax rates."

Dr. Norton points out that in the poorer states the job of lifting the financial support of schools to some respectable minimum is difficult if not fiscally impossible, merely taking account of children already in school.

"We must recognize this problem as one of national significance," he declares. "We must face the fact that the fiscal aspects of this problem cannot be solved solely with local and state resources. Federal funds to establish a decent minimum of school support in every state are essential if this problem is to be dealt with realistically. We must use methods of distributing Federal aid that get the desired result—a floor under American educational support, but no central control over the processes of education. Federal-state relations in education are now sufficiently clear. Action to this end, which is clearly in the national interest, is now long overdue."

The accompanying table shows the yearly expenditures per classroom unit in the several states, together with a column indicating the average yearly expenditure for the lowest ten per cent of the classroom units in these respective states.

World Airways Educational Kit Produced by Pan-American

As an aid in developing a better understanding of the people in the Latin American countries, the Pan-American World Airways System has produced an educational kit including maps showing air routes and booklets describing the life and culture of Latin American countries. Due to the limited quantity of the first edition printed, however, distribution has been limited to superintendents, principals, curriculum directors and visual aid chairmen who can arrange for the widest possible use of the materials. The headquarters of Pan-American is at 135 East 42nd St., New York, N. Y.

Yearly Expenditures Per Classroom Unit

| Rank | State | Average (Median) | Lowest 10% |
|------|--------|------------------|------------|
| 1 | N. Y. | \$4,100 | \$2,219 |
| 2 | Calif. | 3,500 | 2,052 |
| 3 | N. J. | 3,200 | 2,148 |
| 4 | Conn. | 2,500 | 1,803 |
| 5 | Mass. | 2,400 | 1,896 |
| 6 | R. I. | 2,300 | 1,865 |
| 6 | Nev. | 2,300 | 1,337 |
| 8 | Del. | 2,200 | 1,621 |
| 8 | Wash. | 2,200 | 1,732 |
| 8 | Ill. | 2,200 | 910 |
| 11 | Ariz. | 2,100 | 1,892 |
| 11 | Mich. | 2,100 | 1,002 |
| 13 | Pa. | 2,000 | 1,056 |
| 13 | Ohio | 2,000 | 1,394 |
| 15 | Wisc. | 1,900 | 968 |
| 16 | Ore. | 1,800 | 1,064 |
| 16 | Wyo. | 1,800 | 984 |
| 18 | N. H. | 1,700 | 1,341 |
| 18 | Ind. | 1,700 | 1,181 |
| 18 | Minn. | 1,700 | 796 |
| 18 | Mont. | 1,700 | 823 |
| 18 | Colo. | 1,700 | 894 |
| 18 | Utah | 1,700 | 1,413 |
| 24 | Md. | 1,500 | 1,375 |
| 24 | Kans. | 1,500 | 595 |
| 24 | Iowa | 1,500 | 703 |
| 24 | N. M. | 1,500 | 885 |
| 28 | Idaho | 1,400 | 1,051 |
| 29 | Vt. | 1,300 | 916 |
| 29 | Texas | 1,300 | 769 |
| 29 | W. Va. | 1,300 | 1,138 |
| 29 | Nebr. | 1,300 | 586 |
| 33 | Fla. | 1,200 | 560 |
| 33 | La. | 1,200 | 291 |
| 33 | Mo. | 1,200 | 746 |
| 33 | Okla. | 1,200 | 927 |
| 33 | Me. | 1,200 | 789 |
| 38 | S. D. | 1,100 | 654 |
| 39 | S. C. | 1,000 | 341 |
| 40 | N. D. | 900 | 567 |
| 40 | N. C. | 900 | 564 |
| 42 | Va. | 800 | 453 |
| 42 | Ga. | 800 | 252 |
| 42 | Tenn. | 800 | 613 |
| 45 | Ala. | 700 | 240 |
| 45 | Ky. | 700 | 533 |
| 47 | Ark. | 500 | 228 |
| 48 | Miss. | 400 | 111 |

Points to Consider in Employing a Teacher

Here are at least a few of the desirable qualities every teacher should possess: (1) Personality. (2) Scholarship. (3) Adequate training in public relations. (4) Experience. (5) Health. (6) Ethical character. (7) Attitude toward professional growth. (8) Making proper use of leisure time. (9) Dependability. (10) Resourcefulness. (11) Loyalty, and (12) A love for and sympathetic understanding of children.

Guidance Briefs

From the mimeographed bulletin under the above name, Vol. I, No. 2, issued by the Occupational Information and Guidance Service, Vocational Division, State Department of Public Instruction, the following briefs on what the schools are doing about guidance are taken:

Southern Pines. The guidance directors of Southern Pines High School have submitted a 11-point outline of their work.

Roanoke Rapids. Individual conferences are held with all seniors and a large per cent of the whole student body.

Wayne County. A workshop in guidance, made up of the principals, at least one teacher from each school who was interested in counseling, and the county vocational teachers, was held.

Duplin County. One of the workshop groups devoted two two-hour meetings to the discussion of guidance.

Person County. The Negro teachers are planning meetings to discuss ways of improving the guidance programs in their schools.

'United Front' for the Nation's Children

Something approaching a "united front" on education is taking form in Washington. Its nucleus is "the nine," a phrase heard more frequently in education circles. What happened was that spokesmen for nine organizations have been meeting informally for more than three months and have agreed on policies "for which they might stand united." Their platform, which they presented to President Truman in person, includes: a single department for "the conservation of human resources," and Federal aid for schooling, school construction, child health and school lunch programs.

Unofficial head of this unofficial body is Mary Leeper, long an untiring worker on behalf of children. She can already take credit for one victory—continuation of child care centers which were to be scuttled when "the nine" came to the rescue.

At present, "the nine" are circularizing copies of their platform, "The Nation and Its Children." Distributed to all members of "the nine," the number of copies runs into millions. For, "the nine" include the powerful National Congress of Parents and Teachers (3,000,000 members), and the General Federation of Women's Clubs (2,000,000)—as well as the National Education Association (300,000), American Association of University Women (60,000), American Home Economics Association (14,000), Association for Childhood Education (39,000), Child Welfare League of America (168 child-caring agencies), National Association for Nursery Education (200), and the American Association for Health, Physical Education and Recreation (8,500).—*Educator's Washington Dispatch.*

Major Educational Issues Before Congress Listed

The major legislative issues effecting public education that seem probable of being considered at the second session of the 79th Congress which met on January 14th have been listed by the National Education Association in a recent *Legislative News Flash*.

According to NEA it appears that continued emphasis will be given to the question of general Federal aid to public elementary and public secondary schools. On the closing day (Dec. 12) of the first session of the 79th Congress a bill (HR4929) providing Federal aid to the states for education failed by a vote of ten to nine to be reported out of committee.

Other educational issues more than likely considered by Congress at this session, according to NEA, are the following: universal military training, education in relation to world peace, school construction, health and physical education, Federal aid for scientific research, housing of veterans enrolled in school under the GI Bill of Rights, vocational education, school lunch, government reorganization, and the development of more effective administrative arrangement for the acquisition by education of government surplus property.

Another issue that may assume greater importance, but which is not in the limelight of attention at this time, relates to long-time planning in terms of an all-over program of education for out-of-school youth, NEA states. This program should be reduced to a concrete, legislative form and be ready for use when conditions warrant.

Negro Principals and Supervisors Discuss School Problems

Conferences of Negro principals and supervisors were held between September 17 and October 10, 1945, at 14 centers throughout the State. These conferences, sponsored by the Division of Negro Education of the State Department of Public Instruction, were held for the purpose of considering some of the problems confronting the schools, for presenting the new Language Arts Bulletin, and for calling attention to and discussing other bulletins issued by the State Department of Public Instruction. Approximately 450 Negro principals, supervisors, teachers and other educational leaders attended these various conferences.

Topics discussed were: (1) the most pressing needs of Negro schools in North Carolina, which were listed as standardization of schools, maintaining standards including physical facilities and health conditions, improvement of the instructional program and co-operative planning of the program of the school; (2) the new Language Arts bulletin, and (3) professional meetings.

Merit Rating Commission Adopts Working Principles

■ The Commission to Study a System of Merit Rating for Payment of Teachers, at its January 11-12 meeting, adopted a "Tentative Statement of Working Principles," and set February 8-9 as the date of its next meeting at which time a committee from the Negro Teachers Association will be heard. At the January meeting a committee from the NCEA met with the Commission and approved the principles adopted, which are as follows:

Importance of the Teacher. Education is regarded as the most important business of society. The school is the recognized agency through which society achieves its education. The teacher is the chief instrumentality in the conduct of the school. Upon her will depend largely the quality and kind of education which society has. The importance of the teacher, therefore, cannot be over emphasized.

Responsibility of the Commission. The Commission understands its responsibility to be one of study. The nature of the report to be made to the Governor would depend entirely upon the findings resulting from an exhaustive and a careful study of the subject. Any other position or attitude would be unscientific and indefensible.

SOME DEFINITIONS. 1. *Teacher*, as understood in the study, means classroom teacher, principal, supervisor and superintendent. Unless otherwise indicated, the term will have that meaning wherever it occurs.

2. *Merit* is an all-inclusive term which represents the quality of performance and competency of classroom teacher, principal, supervisor and superintendent.

3. *Rating* is the means, both factors and methods, which are employed in determining merit. It implies that there are degrees of merit which may thus be revealed and established.

ASSUMPTIONS. 1. Training and experience are accepted as two factors which determine merit, and should be considered basic in any salary schedule.

2. Any system of rating, based upon factors other than training and experience, perhaps first would be tried out voluntarily and experimentally by a few local school units.

3. There would be no difference in salary due to sex, race or type of teaching position (classroom teacher).

PRINCIPLES. 1. Any system of rating teachers for salary purposes must be anchored in the child and his welfare. Child here means all children, regardless of race, place of birth or economic status.

2. The actual salary in any schedule must be large enough to attract and to hold the best possible teachers. This means an ample beginning salary, but even more it means a liberal ultimate salary. For the classroom teacher, the ultimate maximum salary on any level of training should be at least twice the beginning salary.

3. All factors or criteria which determine merit should be objective, measurable, and scientific. Otherwise personalities, politics and other pressures may be determining factors.

4. While the criteria should be objective, they must not be ends in themselves, otherwise teaching may become sterile and mechanized.

5. The factors which determine merit must be those which (1) encourage all teachers to grow professionally while in service, (2) give unity and coherence to the entire teaching force so that there may be co-operation in all teaching efforts rather than professional discord, and (3) cause the teacher to have such devotion to his work that he will give his best efforts to it.

6. Any system of rating teachers should have as an objective only good school personnel. Any other objective would do violence to Principle 1.

7. As a means of having only good teachers, there should be (1) a high degree of selection of those who may teach, together with the best possible education before one is permitted to enter upon teaching, (2) a probationary period during which the new teacher would be on trial, and would prove his general fitness to continue as a teacher, and (3) a democratic program of in-service teacher education which would be shared by and participated in by all teachers.

8. A good teacher must be defined if there is to be a basis for the use of factors which determine merit.

9. Any system of rating teachers must be acceptable to the organized school personnel, and be judged as fair, just and workable.

Board Authorizes Textbook Evaluations

The Textbook Commission was requested by the State Board of Education at its January 3rd meeting to prepare evaluation reports of basal textbooks in the following fields: language for grades 3-12 and including dramatics, journalism and speech, spelling and handwriting.

Publishers have been notified by Supt. Clyde A. Erwin, Secretary of the Board, to submit samples to members of the Textbook Commission, who are: Supt. L. E. Spikes, Burlington, Chairman; Joyce Cooper, Greensboro, Secretary; Mary Blackstock, Asheville; R. T. Kinzey, Brevard; Frances Lacy, Raleigh; Mrs. Floyd Souders, Fayetteville; Mrs. Manly Williams, Wilmington; Mrs. Dorothy D. Eagles, Wilson; Julia Wharton Groves, Salisbury; Estelle McClees, Elizabeth City; E. M. Thompson, Burgaw, and Jinsie Underwood, Gastonia.

NEA and AMA Adopt Principles Governing School Lunches

■ A joint committee from the National Education Association and the American Medical Association has adopted the following fundamental principles governing the school lunch:

1. That the school lunch, contributing as it does to the child's nutrition, is a fundamental factor in the general health of that individual and, therefore, necessarily becomes a part of the school health program and, therefore, of the educational program as a whole.

2. The school lunch inevitably contributed positively or negatively to the child's education and, therefore, constitutes a vital part of the child's educational experience.

3. Since many pupils, especially in rural areas served by consolidated schools, live too far from school to go home for lunch and many children of working parents eat lunch away from home, the school lunch occupies a place of great importance.

4. The school lunch should be planned primarily for its nutritional and educational significance and should not be used as means of making profit for the school or for a concessionaire. In some instances where children cannot pay the full cost of their lunch, arrangements must be made for feeding certain children free. In other instances all children may have to be fed at a deficit which may have to be met from outside funds or by the utilization of available foods (surplus or donations) for which no payment in cash needs to be made.

5. Because of its nutritional and educational implications the school lunch should emphasize foods of fundamental nutritional importance. Candies and soft drinks are not in themselves objectionable unless emphasized at the expense of basic foods or unless they are exploited for profit.

6. The sanitation of the school lunch is important because of the immediate harm that can result from contaminated, spoiled or infected food. Even when no demonstrable catastrophe occurs, the slovenly or unsanitary handling of food is an unfavorable educational experience for those who participate in the serving or consumption of food under unsatisfactory or other undesirable conditions. (The sanitary requirements for school lunches have been set forth in North Carolina in a "Code of Sanitation for School Lunchrooms" prepared by the State Board of Health in co-operation with the State Department of Public Instruction.)

7. In view of the educational significance of the school lunch, the joint committee believes that regardless of the source of funds, food supplies or other contributions, the administration of the school lunch program should be a function of the department of education, with sanitary supervision by the department of health. Financial aid from outside sources should be made available under conditions which do not interfere with local control of the projects to meet local needs.

8. Every advantage should be taken of technical assistance available, from State or Federal sources if such technical assistance is not available locally. Continuous efforts are necessary to provide more trained persons for work in connection with school lunches.

9. The popular principle of a hot dish with the school lunch does not in itself assure a significant contribution to the child's nutrition unless the hot dish is composed of foods which tend to make a balanced diet when eaten in conjunction with the customary box or pail lunch, consisting of sandwiches and dessert. In certain localities and at certain times of the year a fruit or vegetable salad would be far more valuable than merely serving a hot dish.

'Teachers Have Stake In Price Control'—Bowles

Teachers have a special stake in price control, according to Chester Bowles, Price Administrator, in a recent article in *The American Teacher*. During the first four years of World War II, Mr. Bowles stated, teachers and other school officials have found that their salaries lagged seriously behind the increases in their cost of living. Since 1942-43, however, they have been able somewhat to improve their economic position. This has been due on the one hand to upward salary adjustments and on the other to stabilization of their cost of living, particularly since the "hold-the-line" order of May 1943. If we keep prices steady from now on out, teachers, like millions of other Americans who live on relatively fixed incomes, will find that the buying power of their current salaries and their savings will be guarded against the losses which inflation would bring.

Qualified Opinions

KENNETH L. DIXON, a war correspondent in occupied Germany, watched two soldiers reading a copy of *Stars and Stripes*. One remarked, "Well, I see here where they are asking generals for their opinions on the peacetime draft bill, and what they think will be needed to keep us out of future wars."

Commented the second: "Yeah, and I reckon next week they will be asking Jack Benny and Bob Hope for their opinions on what would be the best way to keep radio comedians off the air."—*Michigan Educational Journal*.

Laurel Hill Expands Its Recreation Program

As the result of a survey made recently by a representative of the National Recreation Association, the Laurel Hill School in Scotland County has adopted an expanded program of athletics and recreation to include the entire community.

According to V. C. Mason, principal of the school, some of the main items in this expanded program are the following:

1. Develop the new school property for football and baseball fields.

2. Construct a grandstand and bleachers on the new property.

3. Develop present school grounds in a more attractive manner for all age groups for summer and winter sports.

4. Construct a multiple-use, all-weather paved area.

5. Provide a lighted field for summer softball games.

6. Work toward the completion of the school auditorium and gymnasium.

7. Employ an athletic man for physical education as well as coach of the athletic teams.

8. Provide more suitable equipment and areas for smaller children.

9. Convert present lunchroom into a recreation headquarters building as soon as other quarters can be provided for the lunchroom.

10. Provide a recreation program for girls and young women as well as for boys and men.

Farm and Food Courses Are Emphasized

Farm and Household Construction and Repair, and Food Production, Conservation and Processing are two courses that are now being emphasized in the vocational agriculture departments in rural high schools, according to Roy H. Thomas, State Supervisor of Vocational Agriculture, State Department of Public Instruction.

The plan calls for employing special instructors in these courses in each of the 389 departments of vocational agriculture in the State. The course in Farm Construction and Repair is a short unit course composed of not over 120 hours and the rate of pay to the special instructor is \$1.50 per hour. It includes such jobs as care, operation and repair of farm machinery and equipment; farm carpentry and woodwork; use of concrete on the farm; soldering; farm electricity; simple plumbing jobs and farm blacksmithing or metal work.

The Food Processing Course calls for a special instructor who is paid at the rate of 75 cents per hour and consists of the production, conservation and processing phases.

These courses will help many farmers to make farm and household repairs and add to the food supply by conservation, Mr. Thomas stated.

Thornburg and Mathis Added To Vocational Staff

Murray D. Thornburg and Q. E. Mathis have been added to the Division of Vocational Education, State Department of Public Instruction, as assistant supervisors of trade and industrial education, it is announced by T. E. Browne, Director. Both of these men, Mr. Browne stated, will help with the program of trade and industrial education and also assist with veterans' training activities in the field of industrial education. Mr. Thornburg will work in the eastern counties of the State, whereas Mr. Mathis will be assigned to counties in the piedmont area. Martin L. Rhodes, now located at Belmont, will continue to supervise such activities in the western section of the State.

Before being assigned to the permanent staff of the Division on August 1, 1945, Mr. Thornburg was for a year with the War Production Training Program. Prior to that he taught industrial education courses in the Durham city schools.

Mr. Mathis, whose appointment became effective as of December 1, 1945, has recently been released from the army where he served as major with the air forces. Before entering the service in August 1942 he was associated with the Department as assistant supervisor in the program of vocational training for war production workers, and prior to that time he was director of vocational training in the city schools of Greensboro.

"Both of these men are well qualified by training and experience and will prove quite an asset to the vocational staff," Mr. Browne stated.

Counseling Institutes To Be Held

Because of the many requests from schools for assistance with their counseling problems, a series of one-day counseling institutes will be held in key centers of the State by the Occupational Information and Guidance Division of the State Department of Public Instruction, it is announced jointly by J. Henry Highsmith, Director of the Division of Instructional Service, and T. E. Browne, Director of the Division of Vocational Education of the Department. These institutes will be conducted by Ella Stephens Barrett, Supervisor of Occupational Information and Guidance, assisted by Dr. W. D. Perry, Director of Testing and Counseling Service of the Veterans' Counseling Center, Chapel Hill.

Tentative plans call for the institutes to be held in the following cities: Elizabeth City, Rocky Mount, New Bern, Wilmington, Fayetteville, Chapel Hill, Winston-Salem, Salisbury, Charlotte, Asheville, Bryson City and Blowing Rock. Final dates and locations will be announced later.

War Experience Is Seen As a Challenge to Our Schools

■ An improvement of American educational methods as a result of the lessons learned during the war is forecast in *The Needs for Better Schools* by Maxwell S. Stewart, published recently by the Public Affairs Committee of New York. The study, which summarizes the findings of a round table of distinguished educators, stresses the importance of better techniques in view of the large number of selective service rejection for educational deficiencies and the success of the special training projects of the army and navy.

"War experience has shown us," Mr. Stewart declares "that we have not always been using the right kind of materials or the right kind of methods in our schools. The army's special courses showed us that men can be taught to read and master figures in an amazingly short time—if these tools are put into practice."

While pointing out that the comparison between army results and those obtained by the schools is not altogether a fair one, the pamphlet asserts that the army's success was "due in no small part to the use of materials specially adapted to the vocabulary and experience of army men, and to the development of special materials—notably film strips, movies and other visual aids—which helped keep the students on their toes."

Attention is called to the extraordinarily high correlation which exists between rejection from the army for educational weaknesses and low expenditures for educational purposes. Five states in the South account for a very large proportion of the rejections, and these states are all near the bottom in the amount they spend, per pupil, for their schools. Although Negro children and children in rural areas suffer the most from inadequate schools, there are many other Americans who have not had a fair chance at an education. Educational opportunities have also been unsatisfactory for the children of migratory agricultural workers, and for children in poorer districts throughout the country.

The need for better teaching is stressed. Teacher training is held to be gravely deficient, particularly in the country districts, while many well-trained teachers are immature in their attitude toward their jobs.

"We shall need new teachers, specially trained for the new responsibilities of the postwar world," Mr. Stewart points out. "They must be imaginative, familiar with the most modern techniques, and have a clear understanding of the purpose of the new education."

"There is need for higher salaries, greater security, psychological screening to eliminate the emotionally unfit, longer training courses and frequent 'refresher' courses."

"But what teachers need, above all, is a sense of challenge. They need to feel that the education of the country's youth is a vital task and that they must find new ways of making it more effective. Teachers who feel this chal-

lenge create a zest for learning among their pupils and thus become superior teachers.

"It is important that they be permitted to have a free hand to develop a creative approach to their task in co-operation with their students. It is important also that their principals and superintendents provide real leadership in developing teamwork among the teacher and that boards of education give full backing to their administrators and teachers in charting new paths. For the key to success in education, as in any other democratic endeavor, is a clear eye on the goal and teamwork among students, teachers, administrators and boards."

We Can Have Better Schools, by Maxwell S. Stewart, is Pamphlet No. 112 in the series of popular, factual, ten-cent pamphlets issued by the Public Affairs Committee, Inc., nonprofit, educational organization at 30 Rockefeller Plaza, New York 20, N. Y.

N. C. Children Rank Highest in School Attendance Among 14 Southern States

The 576,003 white children enrolled in the public schools of the State during 1943-44 ranked highest among the 14 Southern states in school attendance with a percentage of 88.64, and the 257,612 Negro children ranked second when compared with the records made by Negro children in these states with a percentage of 84.56, it is learned from a recent study of "Selected School Statistics for Southern States" made by the Southern States Work-Conference on School Administrative Problems.

The white children of West Virginia ranked second in school attendance, the study shows, with a percentage of 88.07 and the Negro children of that state ranked first among these states with a percentage of 90.48. Virginia white children ranked third with a percentage of 85.02. The lowest rank, 14th for school attendance of white children was made by the 459,281 children of Georgia, they having made a percentage of 69.49. Texas stood lowest in the attendance of Negro children among these states with a percentage of 77.39.

The study further reveals that the number of children in average daily attendance increased an average 11.33 per cent from 1930 to 1940 in all 14 states, but decreased 10.01 per cent during the four-year period from 1940 to 1944. North Carolina's record indicated an increase of 17.4 per cent during the first period and a decrease of 7.8 per cent from 1940 to 1944.

Supts. Asked to Consider Textbook Matters

Various items concerning the relation of the Division of Textbooks with the local units of the State in the purchase, distribution and use of textbooks was brought to the attention of the school superintendents in a recent letter by Wade M. Jenkins, Director.

"It is important, Mr. Jenkins stated, "that you give consideration to the following items:

"1. Beginning July 1, 1945, all contracts for new books call for an exchange price on all old books. This exchange price covers replacement of the new titles or similar books of a previous adoption in the same grade and subject. The titles under new contracts at present are: arithmetic in grades three through eight, mathematics in grades nine through twelve, reading in grades one through three, basal home economics books, language arts (English, spelling, writing) in grades one through twelve.

"2. Under the new contracts, the publishers have the privilege of collecting these exchange books from the bookrooms of the various administrative units within 45 days after receiving notice from the Division of Textbooks in Raleigh. You will receive a copy of the notice sent to the publishers. If the publisher does not collect these books or send instructions for their disposal within 45 days, you are to follow the usual procedure in disposing of the books. More information regarding this item will be sent to you with your damaged book instructions.

"3. In order for the schools to receive the greatest good from this exchange privilege, it is important that the superintendents give ample supervision to the handling of damaged books and see that they are properly selected during the final weeks of school.

"4. During the past year, several superintendents have made requests to the Division of Textbooks for permission to discard books after schools had opened for the 1945-46 term. These books should have been properly discarded by the teachers and principals during the closing weeks of the 1944-45 school term, and, therefore, we were not in position to grant this request during the present school term. Please remind the principals and teachers that it is very important for them to look after this *worthwhile item* during the closing days of the present school term so that the children will not be handicapped in their school work during 1946-47 because of the lack of textbooks. Discarding books at the proper time, is the only way for such an unpleasant problem to be solved and we earnestly solicit your co-operation.

"5. With our schools operating nine months each term, it is important that your final book report be made within two weeks after the close of your schools. This will give the rebinding plant in Greensboro more time for their work during the summer months

and our office an opportunity to render better service by being able to start filing orders earlier.

"6. The publishers have not been able to give us any definite information as to when we may expect the new arithmetics, and it now appears that they will not be ready for distribution during the current school year. More information will be sent later if we find we can obtain the books. The same facts are true for the basal readers which were recently adopted for primary use.

"7. A new adoption is now under way in the field of language arts and these books will also be subject to exchange on our 1945-46 final report.

"8. We are anticipating replacing the arithmetic and language arts books over a period of years, and the old books should be continued in use as long as they are in good condition."

Deadline Is Set for Book Shipments

Orders for books to the Division of Textbooks will not be accepted after April 1, 1946, it was stated by Wade M. Jenkins, Director, in a recent letter to all school superintendents. This deadline for the acceptance of orders applies alike to basal books, supplementary readers and library books, the letter advises.

According to Mr. Jenkins, "the months of April and May are needed to close out all items on our back order file and to make all necessary preparations for handling the basal books which will be shipped in June."

Size of High Schools for White Students Shown

A recent tabulation of the high schools for white students according to size based on number of teachers shows that most high schools have from three to six teachers, the number of schools of these sizes being from 109 to 125.

The table presented herewith gives the number of schools in county and city units according to number of teachers employed. As this table shows, the greatest number of schools of one size were the 125 schools, 123 of the number being in county units, that had four teachers. From this number there were 117 schools having five teachers, 115 having six teachers, 109 having three teachers, 77 having seven teachers, 43 having eight teachers, 37 having two teachers, 20 having ten teachers, and so on down to one school having 23 teachers, one having 25 teachers, and so on to one having 74 teachers, the largest school in the State.

As the table further shows, the high schools in county units range in size from one teacher to 16 teachers, with the greatest number of schools in the 3-6 teacher group. City schools, on the other hand, range in size from one having one teacher to one having 74 teachers with nine schools being the largest group of a single size, these having

seven and ten teachers. In other words, there is a greater variance in the size of city schools, based upon number of teachers, than schools in county units.

High Schools for White Students 1944-45

| No. of Teachers | City Units | County Units | Total |
|-----------------|------------|--------------|-------|
| 1 | 1 | 10 | 11 |
| 2 | 1 | 36 | 37 |
| 3 | 2 | 107 | 109 |
| 4 | 2 | 123 | 125 |
| 5 | 3 | 114 | 117 |
| 6 | 5 | 110 | 115 |
| 7 | 9 | 68 | 77 |
| 8 | 3 | 40 | 43 |
| 9 | 2 | 15 | 17 |
| 10 | 9 | 11 | 20 |
| 11 | 2 | 4 | 6 |
| 12 | 3 | 3 | 6 |
| 13 | 3 | 1 | 4 |
| 14 | 2 | 2 | 4 |
| 15 | 4 | --- | 4 |
| 16 | 4 | 3 | 7 |
| 17 | 4 | --- | 4 |
| 18 | 3 | --- | 3 |
| 19 | 2 | --- | 2 |
| 20 | 5 | --- | 5 |
| 22 | 3 | --- | 3 |
| 23 | 1 | --- | 1 |
| 24 | 2 | --- | 2 |
| 25 | 1 | --- | 1 |
| 26 | 3 | --- | 3 |
| 28 | 1 | --- | 1 |
| 29 | 1 | --- | 1 |
| 30 | 1 | --- | 1 |
| 31 | 2 | --- | 2 |
| 32 | 3 | --- | 3 |
| 34 | 1 | --- | 1 |
| 36 | 1 | --- | 1 |
| 38 | 1 | --- | 1 |
| 39 | 1 | --- | 1 |
| 44 | 2 | --- | 2 |
| 46 | 1 | --- | 1 |
| 74 | 1 | --- | 1 |
| TOTAL | 95 | 647 | 742 |

Columbia Univ. Announces Summer Session

The 47th summer session of Columbia University, which offers a full program of instruction in academic and professional subjects: Undergraduate and Graduate Faculties, Schools of Business and Library Service, Teachers College, and Union Theological Seminary, will be held this year from July 8 to August 16, it has been announced.

As the summer session is an integral part of the university forming with the winter and spring sessions the complete academic year, all the resources of the institution are at the disposal of the students.

Classes will be held on Morningside Heights in the City of New York and will begin on Monday, July 8, and end on Friday, August 16; registration, July 3, 5 and 6. There will be no classes on Saturdays. A program of courses in Teachers College is to be offered during the intersession, June 5 to July 2.

Laws, Rulings and Opinions

Teaching Bible in Public Schools; Nomination of Teachers by Ministerial Association; Support of Teacher by Voluntary Subscription.

In reply to inquiry: Receipt is acknowledged of your letter of May 31, referring to the fact that the Board of Trustees of the.....Graded Schools has requested you to obtain my opinion as to whether or not the board could legally approve and adopt the petition or request of people in the City of..... for the institution in the city schools of an elective course in Bible study, with funds to be provided by the groups making the request and to be taught by a teacher who meets the standards of other teachers and becomes a member of the school faculty and is elected by the board of trustees upon nominations or recommendations made by the sponsoring groups.

In your letter you enclose a copy of the petition signed by several ministers of the Protestant churches in....., and you attach a copy of my letter of July 18, 1941, to Dr. Clyde A. Erwin on the subject of teaching Bible in the public schools. You call attention to the fact that the primary difference between the proposition now before your board and that dealt with in my letter to Dr. Erwin is that, in the present case, you are requested to put the course of Bible in the schools with funds provided by outside sources and are requested to grant these sponsoring groups the privilege of nominating a teacher for the course.

Our statute, G.S. 115-354, provides that principals of the district shall nominate and the district committees shall elect the teachers for all the schools of the district, subject to the approval of the county superintendent of schools and the county board of education. Other statutory provisions are made for the signing of teacher contracts, the continuity of service, provisions for retirement and for liability for workmen's compensation.

Under the statute, it is definitely the responsibility of principals to nominate the teachers and they are elected only in the matter provided by law. This would be applicable as much to the teacher who became a member of the staff of the school under the circumstances petitioned for as any other teacher. Such teacher would also be entitled to the benefits of the Teachers' and State Employees' Retirement System, and, in case of injury by accident arising out of and in the course of employment, would be entitled to workmen's compensation. Provision is made, as you know, for sick leave for teachers, which might likewise be involved in such an arrangement. Such teacher

would, of course, have to have a certificate and comply with all other requirements of law to become a member of the teaching force of the school. The State Board of Education is given the authority to approve all school budgets and, if such an arrangement is made, it should be dealt with in the budget and approved by the State Board of Education, G.S. 115-363, 115-365.

I do not find in the statute any express provision authorizing a city or county administrative unit to accept donations and administer the same for the purpose of operating the public schools. This office has expressed the opinion, however, that a county board of education could accept a bequest of funds for the use of a named school, intended to be used for the erection or improvement of school buildings, but I am frank to say that no decision of our courts or provision of the statutes was found which directly supported this conclusion.

From what has been said, we see that the matter of receiving donations from a group of people to be applied and used for the purpose of paying the salary of a teacher in the public schools is not supported by any express provisions of the statute and, if done, would involve the complications connected with the retirement, sick leave, liability for workmen's compensation and certainly the approval of the State Board of Education as a part of the budget of the school. I find no case which throws any light upon this question and you will appreciate, I am sure, that I cannot furnish you any categorical answer to it.

As to the selection of a teacher nominated by the group providing the funds, you will observe that the method of nomination of a teacher is expressly dealt with in the provisions of the statute and, in my opinion, should be followed. If the implication is that the supporting group would have a right to select the teacher to be named by the school board, then very clearly it would be contrary to this section. Of course, any school board could listen to interested citizens and consider recommendations made with reference to the selection of personnel for the teaching force of the schools, but these recommendations should in no case be given any greater force than that.

I think it is always important that we should be very careful to avoid any approach to a violation to Article I, Sec. 26, of the Constitution, providing that all men shall have a natural and inalienable right to worship Almighty God according to the dictates of their own consciences, and no human authority should, in any case whatever, control or interfere with the rights of conscience. The First Amendment to the Constitution of the United States pro-

vides that Congress shall make no law respecting the establishment of religion or prohibiting the free exercise thereof.

In my letter of July 18, 1941, I expressed the view that there was nothing in our Constitution or laws which prohibited the teaching of the Bible in the public schools as an elective course, which I still think is a correct statement; provided, of course, that it is not taught from the standpoint of denominationalism or sectarianism, but when it is proposed that the teacher employed for this purpose is to be selected by a sponsoring group and paid from funds raised for this purpose by such group, an element is introduced which, in my opinion, tends to impinge upon the constitutional guarantees of freedom of worship and freedom of conscience as to religious beliefs, as well as having the administrative complications which are dealt with in this letter.—Attorney General, June 1, 1945.

Returning Members of Military Service; Right to Former Positions

In reply to inquiry: I acknowledge receipt of your letter in which you state that one of your janitors who was drafted in the United States military has been discharged and is now requesting that he be given his job which he held at the time of his entrance into the military service.

You inquire as to whether or not he is entitled to have his old job back in view of the fact that it has been filled by some other person.

As you probably know, the so-called G. I. Bill of Rights guarantees to returning servicemen the positions which they held at the time of their induction into the military service, but this Federal act is not binding upon the employees of the State of North Carolina or its political subdivisions. However, the policy of the State of North Carolina is to follow this provision of the G. I. Bill of Rights in so far as it is possible to do so. I know that the Governor favors the following of this policy and in every instance in connection with the State, returning veterans have been taken care of when it has been possible to do so.

In your particular case the job involved is that of janitor and I do not understand that such employees are employed for any definite length of time but are subject to removal at the pleasure of the school authorities. This being true, I am of the opinion that your school board has authority to remove the incumbent employee and reinstate the returning veteran. Of course, I feel that the incumbent should be given a reasonable notice of the termination of his employment.—Attorney General, November 9, 1945.

FROM THE PRESS

Winston-Salem. John Watson Moore, superintendent of the Winston-Salem schools, announced yesterday (Dec. 29) that the price of plate lunches on the child-feeding program would be raised from 12 to 15 cents, beginning Tuesday, January 1.

Wake. Attendance in Wake County schools on the first day of 1946 was excellent, according to Randolph Benton, superintendent.

Greensboro. Approximately 200 teachers and guests attended the third session of the audio-visual workshop held last night at the courthouse under the sponsorship of Guilford County Schoolmasters Club.

Greensboro. Lt. Howard Carr, who has been on leave of absence with the navy, will resume his duties January 2 as principal of Gillespie Park Junior High School and director of audio-visual education in the city schools, it was announced yesterday by B. L. Smith, superintendent of city schools, following a meeting of the school board Friday.

Hickory. The Southeastern Regional Conference of the National Education Association resolved to renew its efforts to secure passage of the Federal Aid to Education Bill, to initiate programs for better health instruction in schools, to urge safety education and to co-operate in bringing about the defeat of the May Bill. at the conference of that body in Birmingham, Ala., December 27 and 28, according to Mrs. Annie Laurie McDonald, president of the North Carolina Education Association, who has attended the meeting.

Alamance. A special Treasury Department citation has been awarded the Graham School "for distinguished services rendered in behalf of the school savings program" and was received this morning from Fred N. Vinson, Secretary of the Treasury, by Needham G. Bryan, principal of Graham schools.

Kannapolis. Cabarrus County's board of Education tomorrow (Jan. 8) will consider formally the first steps to be taken in a gigantic school building program, of which Kannapolis' share will be a new wing at Cannon High and two new elementary units.

Rowan. Members of the Rowan County Board of Education yesterday (Jan. 7) discussed at length a proposed four-year building program for county schools and accepted the resignation of two committeemen, F. D. Patterson of the China Grove District, and D. P. Melton of the East Spencer District, during the monthly session held at the office of Charles C. Erwin, superintendent of county schools.

Mecklenburg. The Mecklenburg County School Board yesterday afternoon (Jan. 7) buckled down to business and authorized architects to prepare detailed charts in order that accurate information may be obtained concerning costs involved in the contemplated school improvement program.

Essentials In Education

There are many phases of this subject which could be discussed. This space will allow only for an outline of what the school is attempting to do for the boys and girls who attend it.

A. Mastery of Skills. This applies to academic skills—reading, writing, etc.—as well as to the vocational that prepare youngsters to make a living.

B. Health. This means the entire youngster—physical, mental, social health.

C. Citizenship. The place of the school is ever enlarging in this field. It is necessary that local, state and national citizenship be emphasized, but more recently there has been an increased demand that world citizenship be a part of the goals of education.

D. Character. A great amount of education is of little value unless it is the right sort. It is hard to teach character as a subject, but throughout all the activities and paraphernalia of schools, character must be interwoven if true education takes place.—C. W. Phillips in the *N. C. Parent-Teacher Bulletin*, Jan. 1946.

Teachers of Agriculture To Hold Conference

Over 350 teachers of vocational agriculture from the rural high schools of the State will attend the annual conference to be held at State College the week of June 10. It was recently announced by Roy H. Thomas, State Supervisor of Vocational Agriculture of the Division of Vocational Education, State Department of Public Instruction.

The teachers of agriculture will come from 89 counties and many of them will be returned veterans, Mr. Thomas said.

The conference will run for six days with the mornings being devoted to technical information and the afternoons to professional topics. Emphasis will be placed on giving these teachers the latest technical information on agriculture.

Through a co-operative arrangement, the N. C. Experiment Station staff, under the direction of Dr. L. D. Bayer, Director of the Experiment Station, will give courses in the agricultural program, fertilizers, soils, horticulture, livestock, corn and poultry. In these courses the teacher will be given the most up-to-date information and practices.

Col. J. W. Harrelson, Chancellor of State College, has arranged to house the teachers in one of the dormitories.

This is the first Statewide conference to be held since the start of the war and we are looking forward to a successful conference, Mr. Thomas stated.

FROM THE PAST

5 Years Ago

(Public School Bulletin, February, 1941)

Early in January the Elementary Textbook Commission met and determined policies for the adoption of supplementary books.

The State Board of Education recently authorized the issuance of graduate certificates to those teachers qualified to hold or holding the Class A certificates, and in addition have three or more years of teaching experience and a master's degree from an institution of higher learning with recognized graduate standards approved by the Department of Public Instruction.

Many boards of education are drafting special personnel policies to provide leaves of absence to teachers and other school employees called for military training.

Dr. John H. Cook, head of the Department of Education at Woman's College, Greensboro, and veteran educator, died suddenly from a heart attack suffered on January 16.

Science for the Elementary Schools, a 116-page publication prepared by Miss Julia Wetherington, associate in the Division of Instructional Service, with the assistance of committees of teachers and principals, came from the press early in January and a supply has been sent to county and city superintendents for distribution to all elementary teachers.

The North Carolina Junior Chamber of Commerce is planning a special radio program in observance of "Democratic Day," Friday, February 14, 1941, at two o'clock.

In 1682 and 1786

(Look Back, and Take Heart, *Teacher's Digest*, October, 1945)

The routine of a Flatbush, Long Island, school in 1682 was: Bell rung to call scholars at 8 a.m., recess at 11; open again for session at 1; closed at 4. All sessions began and closed with prayer. On Wednesdays and Saturdays the children were taught the questions and the answers in the Catechism and the common prayers. A master who was a "speller or reader" was paid three guilders a quarter (usually in wheat or corn); a "wroter," four guilders.

Other duties of a teacher were: Rang the church bell on Sunday; read the Bible at service in church; led in singing; sometimes read the sermon; provided water for baptisms, bread and wine for communions; did all the duties of a sexton, including sweeping out the church; delivered invitations to funerals and carried messages for the pastor. He sometimes dug graves and often visited and comforted the sick. And for all this, a well-paid man teacher, in 1786, was paid, plus board, lodging and washing, the magnificent sum of sixty-seven cents a week, which was considered a liberal and ample stipend.



United Nations Booklet Is Now Available

"United Nations Organization: A Handbook of the UNO" is the title of a 32-page booklet recently published by the American Education Press, 400 South Front Street, Columbus, Ohio, for social studies classes, grades 7-12. Some of the topics found in this booklet are the following: How the United Nations Grew, What Is the UNO, the Charter of the United Nations Organization, and a number of other topics explaining various phases of the organization. The booklet appears to be the answer to the need for teaching the facts about UNO.

Superintendents Make The Headlines

A number of the State's county and city superintendents made headlines in the newspapers during January.

"Claude Grigg NEA Nominee," is one made by the superintendent of Albemarle city schools, when he was nominated for the vice-presidency of the North Carolina Education Association by the Albemarle unit of the NEA.

"Felicitations, Mr. Tarlton" is the subject of an editorial from the Forest City Courier, which states that, "Prof. J. J. Tarlton, county superintendent of public instruction, was last week honored by the Piedmont Boy Scout Council, when he was presented the Silver Beaver Award."

On his resignation as superintendent of the Reidsville city unit to accept the position as head coach of athletics at Elon College, L. J. Perry was the subject of a long article in the Greensboro News under the title of "Perry More Than Just Sports Coach, Reidsville People Will Inform You," and a subtitle of "New Elon College Athletics Head Makes Mark in Education World."

Death made headlines for former Cary, Wake County, Principal M. B. Dry, under an editorial, "A Master Teacher," in the Raleigh News and Observer. "In the death of M. B. Dry yesterday," this editorial said, "Wake County lost one of its most beloved teachers. . . . In his years of teaching at Cary Mr. Dry exerted a deep and lasting influence upon thousands of students from this area and from without the State. Always kind in his dealings with his students, he was also firm in the control and administration of his school."

North Carolina Has Low School Cost

■ Preliminary statistics from 39 states show that the 1943-44 school cost in North Carolina on a per pupil basis is still among those states having the lowest expenditures. North Carolina's annual expenditure per pupil in average daily attendance for current expense, these statistics show, was \$66. Only Georgia, with a per pupil expenditure of \$59, South Carolina \$58, Alabama \$54, Arkansas \$52 and Mississippi \$41, ranked lower than North Carolina, in this respect.

Virginia on the north and Tennessee on the west each spent more per pupil on public education than North Carolina with annual per capita current expense costs at \$75 and \$70, respectively. The average for the 39 states reporting was \$116, with a range of from \$41 in Mississippi to \$185 in New York and New Jersey.

The following table shows this expenditure in the 39 states from which reports had been received when the tabulation was made:

| | | | |
|--------|-------|--------------------------|-------|
| Ala. | \$ 54 | N. Y. | \$185 |
| Ark. | 52 | N. C. | 66 |
| Calif. | 165 | N. D. | 119 |
| Conn. | 151 | Ohio | 125 |
| Del. | 132 | Okl. | 89 |
| Fla. | 83 | Ore. | 133 |
| Ga. | 59 | Pa. | 131 |
| Ind. | 111 | R. H. | 149 |
| Ky. | 75 | S. C. | 58 |
| La. | 91 | S. D. | *114 |
| Me. | 83 | Tenn. | 70 |
| Md. | 111 | Utah | 112 |
| Mass. | 161 | Vt. | 112 |
| Mich. | 124 | Va. | 75 |
| Minn. | 134 | Wash. | 147 |
| Miss. | 41 | W. Va. | 93 |
| Mo. | 101 | Wisc. | 127 |
| Neb. | 112 | Wyo. | 150 |
| Nev. | 149 | Av. 39 | |
| N. H. | 120 | States | \$116 |
| N. J. | 185 | *Statistics for 1942-43. | |

INTERESTING ARTICLES IN THIS ISSUE

| | |
|--|----|
| North Carolina Has Low School Cost | 1 |
| Let's Make It Stronger, "General" (Editorial) | 3 |
| Tests Show Need for More Emphasis on Spelling; Also Better Planning and Teaching | 5 |
| Youth Committee Organized for Purpose of Co-ordinating Work on Child Care..... | 10 |

Questionnaire Reveals Teacher Situation

On the basis of a questionnaire sent to the state departments of education of the several states by Harry E. Elder, Registrar of Indiana State Teachers College, the situation with respect to an adequate supply of adequately prepared teachers is revealed for 37 states, including North Carolina. For this State the replies to the questions asked were as follows:

1. By July, 1945, there had been an average raise of 25 per cent in the salaries of teachers since December, 1941.

2. The minimum monthly salary in December, 1941, for teachers with the bachelor's degree was \$90 and by July, 1945, was \$125 plus \$120 annual supplement.

3. Teacher training institutions of the State did not adopt accelerated programs in order that prospective teachers could meet graduation requirements in less time than formerly.

4. There was an increase in the percentage of married teachers employed since December, 1941.

5. The age for retirement of teachers remained the same as it was in December, 1941.

6. Approximately 30 per cent of rural teachers and 15 per cent of others were teaching on "emergency" certificates during 1945-46.

7. Teacher shortage was greatest in the fields of agriculture, commercial subjects, mathematics and science and least in English and social studies.

8. Teacher shortage was most acute on the elementary school level.

9. Guidance was inaugurated as a possible plan to aid in the recruitment of young people for the teaching profession.

10. The number of teachers decreased about 500 since December, 1941.

11. It is anticipated that by 1950 the State will have an adequate supply of adequately prepared teachers.

STATE OF NORTH CAROLINA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CLYDE A. ERWIN
STATE SUPERINTENDENT

RALEIGH

March 10, 1946.

To Superintendents, Principals and Teachers:

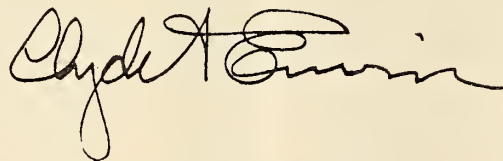
About a year ago, you will recall, I devoted my monthly letter for this BULLETIN to the question of interesting high school graduates in the profession of teaching as a life work. As you well know, the situation with reference to the supply of well-trained teachers is even more serious than a year ago. The results of any efforts made last year or this year will not be felt by the public schools until 1949 and 1950. For these reasons and for the further reason that college enrollments of those preparing to teach have not considerably increased, I believe that we should continue to emphasize teaching as a profession. Superintendents, supervisors and principals are in a strategic position, and can, therefore, not only help the schools; they can also aid in building up the profession and the level of education throughout the State by presenting the favorable aspects of teaching.

As I pointed out before, the teaching profession is a broad field of social service, which has compensations other than monetary. Persons interested in becoming teachers should know that at present teachers are paid a favorable initial salary, \$125 per month plus the emergency salary of \$13.33 per month, with increases with experience, and retirement benefits; and that the profession offers satisfaction in rendering a vital service to society and vacations that make possible study, travel or recreation.

I believe that those now engaged in teaching should speak a word of encouragement to those seniors who by their personality, their scholarship, and their social attitude, show promise of making teachers of superior quality. The good teacher and good teaching are inseparable. Both are fundamental to a good school.

I hope, therefore, that you will lend your aid in the upbuilding of our public schools in this important task of recruiting teachers from this year's senior class who will take training and be ready to enter the profession in 1950.

Very truly yours,



State Superintendent of Public Instruction.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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Editorial Comment

LET'S MAKE IT STRONGER, "GENERAL"

In a recent letter "To All Those Interested in North Carolina Rural Schools," General Mecklenburg, nom de plume writer for the *Charlotte Observer*, deplores the fact that public school teachers, who are underpaid, had to lose further compensation on account of the schools being closed because of "bad weather and muddy county roads, over which many of the school buses have to operate." Teachers, as the General correctly states, "do not get paid for the days the schools are closed, even though it is no fault of theirs, but due to circumstances entirely beyond their control. They do not draw a check for a month until they have actually worked in the school room 20 days."

The apparent hopelessness with which General Mecklenburg views this situation and the "remedy" proposed by him when he says "They deserve our SYMPATHY (capitals ours), and the hardship and injustice imposed upon them calls for SERIOUS CONSIDERATION on the part of the Legislature, the school authorities and the public, as I see it," is where we wish his language could have been stronger. The teachers of the State have had plenty of sympathy for lo these many years. They have had consideration, too. And, of course, they have had some relief to their many problems. Here is a situation, however, that needs more than sympathy and consideration. Legislative action should be taken to provide for a procedure where teachers can be legally paid for time lost when schools are closed through no fault of their own. Even if the full salary cannot be paid during such a period, there might be provision for payments equal to the cost of room and board.

So, General, let's ask the General Assembly to provide the "cash" with which the State Board may make *allotments* with which to pay teachers for time lost when such occasions arise in the future.

TEXTBOOK SAMPLES

Once in a while a publishers' representative tells us about requests which he has had from teachers and principals for sample or desk copies of textbooks, either those on State list or others which they have seen or heard about. There is absolutely no excuse for any teacher or principal to have to ask a publisher for desk copies of the basal textbooks which are used in the elementary grades, since they are furnished free, including copies sufficient for both pupils and teachers. To those units which participate in either the high school or the supplementary reading rental plans the same policy is followed.

The request for sample books, therefore, must come from units that do not belong to the state rental system. In view of the fact that the distribution of free textbooks to teachers and others tends to raise the final cost price to the State and to pupils where they are bought outright, it is suggested that teachers and principals refrain from making requests for desk copies. On the other hand, if serious consideration is being given to the use of certain supplementary textbooks, a better plan is for the superintendent to request the necessary samples and that they be filed in some central place for the benefit of all teachers and principals. In the case of supplementary books on the State list, it would be a simple matter for the superintendent to have a file of these books on hand. In the case of new books, samples could either be purchased or in some cases secured from the publisher for examination. If all school people would follow some such practice we are sure that textbook costs could be reduced. Just imagine, if you will, what it would cost to submit free textbooks to the 169 superintendents of this State, to say nothing of the 26,000 principals and teachers. It just isn't good business and school teachers and principals should not expect it to be done.

ACCREDITED HIGH SCHOOLS

An *accredited* high school, like an accredited elementary school as we discussed it in the February number of this publication, means that the school has met certain minimum requirements. The meeting of these requirements does not mean that such schools fulfill all the needs of boys and girls. Many schools provide opportunities beyond the minimum required by law for accreditation. This is as it should be, for the needs differ in many communities and so the opportunities, therefore, are or should be provided to more nearly fill those local needs.

An *accredited* high school in North Carolina means that the graduates of such schools may enter the colleges of the State without examination. It means also that all graduates, whether they do or do not go to college, have received a secondary education from an institution that has a "stamp of approval" on it by a State agency.

The records show that nearly all North Carolina public high schools are accredited. The few schools remaining that have not met the requirements for accreditation are all in county units—the rural areas of the State. The tables in the section "State School Facts" indicate the counties in which these boys

and girls live who do not attend accredited high schools and the percentage of the total high school enrollment in such schools. We are of the opinion that strong efforts should be made to have these remaining schools meet standards for accreditation at once, if accreditation has not been secured since these records were compiled, or the school should be discontinued in favor of an accredited school. No boy or girl should be penalized by giving him or her a nonstandard high school education when with little additional effort a standard opportunity could be provided.

PEACETIME COMPULSORY MILITARY TRAINING

Because of the setback given to the War Department's plan of compulsory military training the American Legion has proposed a plan which amends the original May-Gurney Bill, H.R. 515, but which basically does not differ from it. Any plan of compulsory military training at this time threatens not only the schools and our national way of life; the enactment of such a law, in our opinion, threatens the peace of the world. Instead of conscripting 18-year olds for a year of military training, whether under a civil authority as proposed by the Legion, or under the War Department as originally proposed in the May Bill, the United States should take the lead in joining with other nations in an effort to abolish conscription on an international plane. Resolutions of this type have already been introduced in Congress by Representative Joseph Martin, Senator Clyde Hoey, Representative Matthew Neely and Representative Jerry Voorhis. If conscription is gotten rid of everywhere—all over the world—the money proposed to be spent for military conscription could be used to a great advantage in improving the educational and social level of the nation.

It does seem foolish for the United States to embark on a plan of military conscription when such action will certainly cause other nations to do likewise, perhaps on an even greater scale. Military conscription will not provide a defense against an atomic attack. In order for education to be free, it must be democratic. And in order to prevent the militarization of public education we must stop the camel before he gets his head in the tent. What is needed now is greater political leadership for the building of a lasting peace among all nations instead of preparation for another war.

Functions of U. S. Office of Education Pointed Out

■ The functions of the U. S. Office of Education were pointed out by Commissioner J. W. Studebaker in a recent article in *School Life*, official journal of the U. S. Office of Education, to be as follows:

"1. The collection of information with respect to education in the states and in other countries so as to make possible intelligent comparisons and conclusions regarding the efficiency of educational programs.

"2. The formulation and recommendation of minimum educational standards which ought to be made to prevail in the schools and colleges of all the states and the preparation of suggested proposals and plans for improving various educational practices, arrived at by co-operative planning among private and public educational organizations and lay groups, such recommendations and proposals to be influential only if their merit and appropriateness warrant voluntary acceptance by the states and institutions.

"3. The provision of services of a national character that cannot well be undertaken by single states acting alone, e.g., the collection, interpretation and dissemination of national statistics, the conduct of national and other important surveys, the convening of conferences of national significance.

"4. Pointing out desirable educational ends and procedures, evaluating educational trends and giving educational advice and discriminating praise.

"5. The offering of consultative services to states, school systems and higher educational institutions on problems of reorganization, finance, administration and curriculum.

"6. The co-ordination of government activities relating to education through schools and colleges."

"In all such functions," the Commissioner asserts, "it will be apparent that encouragement and stimulation rather than control are envisaged as the objectives of the Office of Education with respect to education in the states."

Handbook to Be Reprinted

The *Handbook for Elementary and Secondary Schools*, issued in 1938 as publication No. 206 of the State Superintendent of Public Instruction, is now being revised and will be printed in the near future, it is stated by A. B. Combs, associate in the Division of Instructional Service, who is head of the committee in charge of revising this bulletin.

"It is our plan to turn the copy on this revised publication over to Mr. Jobe, who has charge of our printing, within a few days," Mr. Combs stated. "Mr. Jobe will do the editorial work, and place the printing order with the Division of Purchase and Contract, and distribute the publication when it comes from the press. We hope to have these new *Handbooks* ready this summer, in time for any conferences that may be held at that time."

What High School Students Want in Life

To live a simple but secure and happy life without making a lot of money or becoming famous is the ultimate aim of 44 per cent of the high-school students voting in a recent nation-wide survey conducted by the Institute of Student Opinion. On the ballot asking their ultimate aim in life, only four per cent of the 93,174 student voters checked the statement "to make a lot of money."

Seven per cent of the students indicated uncertainty about their goals, according to the report. The remaining students who voted checked as follows: To reach the top in some field of work and become famous, 20 per cent; to be a prominent and respected member of the community, 15 per cent; to serve society and help improve the health or welfare of their fellowmen, 10 per cent.—*School Life*.

Book List of Reading For Democracy

The 1945-46 list of Reading for Democracy Books for Young Americans is available free from the Chicago Round Table of the National Conference of Christians and Jews, 203 North Wabash Avenue, Chicago 1. This list includes the following children's and young people's books:

For Older Readers:

New Broome Experiment, by Adam Allen.
Haym Salomon: Son of Liberty, by Howard Fast.
All-American, by John R. Tunis.
The Moved-Outers, by Florence Crannell Means.
Dr. George Washington Carver, Scientist, by Shirley Graham and George D. Lipscomb.
The Great Tradition, by Marjorie Hill Allee.
Men Are Brothers, by Eva Taylor.
Sinister Island Squadron, by Frederic Nelson Litten.
We Have Tomorrow, by Arna Bontemps.
Keystone Kids, by John R. Tunis.
Lone Journey, by Jeanette Eaton.

For Intermediate Readers:

One God, by Florence Mary Fitch.
The Hundred Dresses, by Eleanor Estes.
Melindy's Medal, by Georgene Faulkner and John Becker.
The Singing Tree, by Kate Seredy.
Democracy, by Ryliss and Omar Goslin.
Told Under the Stars and Stripes, by Association for Childhood Education.
Sad-Faced Boy, by Arna Bontemps.
Blue Willow, by Doris Gates.
Key Corner, by Eva Knor Evans.

For Very Young Readers:

Fair Play, by Munro Leaf.
Tobe, by Stella Gentry Sharpe.
The Dragon Fish, by Pearl S. Buck.
My Happy Days, by Jane Shackelford.
This Is the World, by Josephine Van Dolzen Pease.

March 22 Is Arbor Day

Friday following the 15th of March of each year shall be known as Arbor Day to be appropriately observed by the public schools of the State. So says the Arbor Day Law, which is Section 337 of Chapter 115 of the General Statutes dealing with public education. The law goes on to state that a program for the observance by the school children of the State shall be issued each year in order that they might be taught to appreciate their true value of trees and forests to their State.

According to J. S. Holmes, Associate Forester for the Department of Conservation and Development, such a program may well center around the following:

"1. Planting of 250 pine seedlings in forest formation, 7x7 feet apart each way. Representatives of the different classes or groups taking part. Seedlings for this are offered free of charge by the Department of Conservation and Development.

"2. Planting of a shade tree on the school grounds, preferably a native hardwood, naming it a class tree or a memorial to a teacher or outstanding student lost in the World War. For trees see your local commercial nurseryman.

"3. Ceremony around a large and beautiful tree in which certain students call attention to its needs (soil, water, food, sunshine) and to its gifts (shade, beauty, windbreak, fuel, lumber, etc.).

"4. Planting of our own State flower, a dogwood tree, in co-operation with the Garden Club of North Carolina. Their recent Dogwood Week plantings ran into the thousands of young trees. This can well be combined with the reading of the State laws relating to our State flower and protecting it and other plants on private land.

"5. The beginning of a campaign for the establishment of a school practice forest where a class in economics, history or agriculture may work out, by experiment and demonstration, the advantages of better practices in the growing, cutting and marketing of timber as a crop. (See Chapter 1035, Session Laws of 1945.)"

In the working out of these or other program suggestions, Mr. Holmes advises teachers to keep in mind the objective expressed in the Arbor Day Law that the children "might be taught to appreciate the true value of trees and forests to the State." He also reminds teachers that the younger the child is when an idea is absorbed, the stronger hold it will take and the greater effect it will have on the child and on the State. "Let every child have an early opportunity of knowing something of his or her natural surroundings," he said.

Transportation Equipment In a Bad Way, Brown Says

The school buses of the State are in a bad way at the present time, according to C. C. Brown, Director of the Division of Transportation for the State Board of Education, in a recent statement. This equipment is in worse shape, Brown stated, than it ever has been during the history of the public school transportation system, which was assumed as a State function in 1933.

The present condition of the State's school buses, according to Brown, has been due to two main causes: (1) A majority of the buses in operation are old, since replacements on account of the war could not be made as rapidly as in normal times. A school bus lasts about five or six years, he said, before it is necessary to replace wornout parts. Since neither parts nor new buses could be obtained to the extent of our needs, many buses have simply been all "shot to pieces" and hardly able to operate during good weather.

(2) The bad weather during January made it impossible for many buses to operate, and those that were used were simply strained too much over bad roads. One county, that normally operated 133 buses could only use 99 during the best part of the time when the schools were open, and because of the road conditions many counties closed their schools from a week to more than a school month.

Brown stated that in his opinion we are going to have to replace many of our present bus units before the transportation system can be operated efficiently. He also stated that more attention must be given to the secondary roads of the State in order that they will hold up better when weather like we have had the past winter comes upon us.

Closing Date for Submission Of Poetry Anthology Mss. Announced

The National High School Poetry Association announces March 25 as the closing date for the submission of manuscripts for the Annual Anthology of High School Poetry. There are no charges or fees for inclusion of verse in the anthology. The recognition afforded by publication will reflect definite credit to the school, as well as afford satisfaction to the students who see their work in print.

In order to assure originality, it is suggested that the work be done under classroom supervision. Pupils may submit as many poems as they desire. Each effort must be on a separate sheet, and must carry the following statement:

The verse entitled "....." is my own personal effort.

Signed

High School Attended

Home Address

Tests Show Need for More Emphasis On Spelling; Also Better Planning, Supervision and Teaching

■ The need for further emphasis on spelling for seventh grade children and verbal skills (paragraph meaning, word meaning and spelling) for third grade children is indicated from the results of Statewide tests administered to the children of these grades during the school year 1944-45. A survey of the analysis of the results of the tests states that . . . "children in North Carolina tend to be at or near the norm in both grades three and seven, although the performance of pupils in the seventh grade generally is relatively better than that of the third grade."

"The one point at which the seventh grade results indicate the need for further emphasis is in the case of spelling, where the difference between the obtained average (7.0) and the norm is large enough to warrant the conclusion that there is a substantially lower level of performance in this area than in the other areas measured by this battery.

"In grade three, the verbal skills (paragraph meaning, word meaning, and spelling) run definitely below the

number skills for both white and colored pupils. This would indicate that there should be a change in emphasis in the direction of paying more attention to the verbal skills, preferably not at the cost of less attention to the arithmetic skills; but by virtue of better planning, supervision and teaching."

The results of the tests covering all subjects at the 50 percentile point are presented in the accompanying table. It will be noted that the grade equivalent scores are greater for the large cities in each instance and that scores for white children are greater than for colored.

NORTH CAROLINA TEST RESULTS, 1944-45 (Grade Equivalent at the 50 Percentile Point)

| TEST | GRADE 3 | | | | | | | | | |
|-----------------------|---------------|--------------|--------------|----------|-----------|--------------|--------------|----------|-----------|--|
| | WHITE | | | | | COLORED | | | | |
| | National Norm | Large Cities | Small Cities | Counties | All Units | Large Cities | Small Cities | Counties | All Units | |
| TOTAL AVERAGE | 3.4 | 3.4 | 3.3 | 3.1 | 3.2 | 2.8 | 2.7 | 2.8 | 2.8 | |
| 1. Paragraph Meaning | 3.4 | 3.5 | 3.4 | 3.1 | 3.1 | 2.7 | 2.5 | 2.6 | 2.6 | |
| 2. Word Meaning | 3.4 | 3.3 | 3.1 | 3.0 | 3.0 | 2.7 | 2.6 | 2.7 | 2.7 | |
| 3. Spelling | 3.4 | 3.4 | 3.4 | 3.2 | 3.2 | 2.8 | 2.5 | 2.7 | 2.7 | |
| 4. Arith. Reasoning | 3.4 | 3.5 | 3.4 | 3.2 | 3.3 | 2.9 | 2.7 | 2.9 | 2.9 | |
| 5. Arith. Computation | 3.4 | 3.4 | 3.3 | 3.2 | 3.3 | 3.0 | 2.9 | 3.0 | 3.0 | |
| TEST | GRADE 7 | | | | | | | | | |
| | National Norm | Large Cities | Small Cities | Counties | All Units | Large Cities | Small Cities | Counties | All Units | |
| | National Norm | Large Cities | Small Cities | Counties | All Units | Large Cities | Small Cities | Counties | All Units | |
| TOTAL AVERAGE | 7.4 | 7.9 | 7.7 | 7.3 | 7.5 | 6.3 | 6.3 | 6.3 | 6.3 | |
| 1. Paragraph Meaning | 7.4 | 8.1 | 7.7 | 7.3 | 7.3 | 6.3 | 6.0 | 6.0 | 6.0 | |
| 2. Word Meaning | 7.4 | 7.9 | 7.7 | 7.3 | 7.5 | 6.8 | 6.6 | 6.6 | 6.6 | |
| 3. Language Usage | 7.4 | 8.1 | 7.9 | 7.5 | 7.5 | 6.5 | 6.5 | 6.5 | 6.5 | |
| 4. Arith. Reasoning | 7.4 | 7.9 | 7.9 | 7.7 | 7.7 | 6.5 | 6.6 | 6.6 | 6.6 | |
| 5. Arith. Computation | 7.4 | 8.1 | 7.9 | 7.7 | 7.7 | 5.8 | 5.8 | 5.8 | 5.8 | |
| 6. Spelling | 7.4 | 7.3 | 7.1 | 6.8 | 7.0 | 6.0 | 6.0 | 5.7 | 5.8 | |

Slidefilm Kit Sets for Trade Teachers

The Jam Handy Organization, 2900 East Grand Boulevard, Detroit, Mich., has available the following discussional type slidefilm kit sets: Basic Electricity, 12 subjects, total of 888 lighted teaching pictures, price \$45.75 complete. Safe Practices in Woodworking, 22 subjects, total of 1,129 individual teaching pictures, price \$81.60. Preflight Aeronautics (pilot training), 24 subjects, total of 17,742 teaching pictures, price \$65. Introduction to Machining, 16 subjects, total of 701 teaching pictures, price \$53.50. All prices f.o.b. Detroit, Mich.

Sources for Health Materials Listed

"Sources of Free and Inexpensive Material of Health, Physical Education and Safety" is the title of a three-page mimeographed bulletin recently issued by the Division of Instructional Service, State Department of Public Instruction. The bulletin includes: National Organizations and Associations, Government Departments and Bureaus, National Commercial Organizations, and Local Departments. A copy of the bulletin may be secured from Charles E. Spencer, Adviser on Health and Physical Education.

Secretary Named for Veterans Education Committee

■ J. D. Taylor, formerly boys' adviser and science teacher at Hugh Morson High School, Raleigh, has been employed as executive secretary of the Veterans Extension Committee, appointed several months ago by State Superintendent of Public Instruction Clyde A. Erwin to pass on applications of educational and business establishments that desire approval for giving on-the-job training to veterans under the G. I. Bill of Rights. The work of this committee, composed of James E. Hillman, chairman; J. Henry Highsmith, N. C. Newbold, C. H. Warren and J. Warren Smith, of the State Department of Public Instruction, and C. L. Beddingfield, of the Department of Labor, with Wiley M. Pickens, Director of the State Veterans' Commission, as adviser, has been so great that the employment of a secretary to give full time to the work has been necessary.

Mr. Taylor is a graduate of Wake Forest College, class of 1936, and has had a year of graduate work at Duke University. Before going to Hugh Morson High School he taught in the Cleveland County and Kannapolis school units. He was a student work officer for the NYA for two years. He entered the Army in 1943, served with the Third Army in France and Germany, and was discharged on November 25, 1945.

Thus far the committee has already approved more than 1,500 business establishments in the State as suitable places for veterans to learn trades, and approximately 200 new applications are considered each week for approval. Approximately 6,000 veterans are now training in these businesses.

"With the employment of a full-time secretary," Dr. Hillman stated, "we hope to keep a better check on these establishments where veterans become apprentices, to see that wage scales and all other regulations are complied with."

In addition to the colleges, licensed business schools and accredited high schools which have been approved automatically by the committee if they meet the standards of the State accrediting body, the committee has put on the approved list the following types of businesses: printing companies, mills, garages, drug stores, radio repair shops, jewelry stores, lumber companies, funeral homes, banks, department stores, plumbing and heating companies, optical companies, music stores, dime stores, etc.

Special Tax Elections Approved by Board

At the February 7th meeting of the State Board of Education special tax elections were approved for the following school districts:

Clayton, Johnston County—25 cents.
Benson, Johnston County—50 cents.
Whiteville city unit—20 cents.

The elections in Johnston County have already been held, the first carried whereas Benson failed to vote the tax requested.

Peacetime Conscription

1. Is UnAmerican!
 2. Threat to Democracy!
 3. Destroys Initiative!
 4. Destroys Freedom!
 5. Poor Health Program!
 6. Threat to Other Nations!
 7. Endangers Peaceful International Co-operation!
 8. Obsolete!
- THERE IS A BETTER WAY!**

Spanish Language Institute Will Be Held

The third Spanish language institute devoted to the special needs and interests of United States teachers of Spanish will be held in Mexico, D. F., from June 25 to August 15, under the auspices of the U. S. Office of Education and the Department of State in co-operation with the National University of Mexico and the Mexican Ministry of Public Education.

The purpose of the institute is to improve the United States teachers' knowledge of Spanish as it is spoken in this hemisphere and to enable them to become acquainted with Mexico and its people. The membership of the institute which will be limited to 100 teachers of Spanish, is expected to represent every state and to include teachers from public schools, private schools, colleges and universities. Admission is open to teachers within the age group of 22 to 40 years who have taught Spanish from two to ten years and who have at least 24 semester hours of college credit in Spanish.

From six to eight semester hours credit in the National University of Mexico may be earned during the session of the institute. Tuition is \$50, and the cost of living is estimated to be about \$3 to \$4 a day in U. S. currency. Upon the successful completion of the work of the institute each teacher will be given a grant of \$100 which is provided by the Office of Education to help defray living expenses.

Persons interested in this matter should send a statement of their age, number of hours of college credit in Spanish, and number of years they have taught Spanish to J. Henry Highsmith, Director, Division of Instructional Service, State Department of Public Instruction, Raleigh, N. C.

Parent-Teacher Influence On Youth Revealed in Poll

What influences make the greatest impression on the high-school student mind?

High-school students give their answer to this question in the most recent Institute of Student Opinion poll sponsored by *Scholastic Magazines*.

"This poll shows that 101,548 students in 1,555 representative high schools rate the home as the major influence on the developing minds of youth," says M. R. Robinson, publisher of *Scholastic Magazines*.

Eight other "influences," including teachers, share the vote in answer to the question selected and worded by the advisory committee of educators and poll experts: "In your opinion, which of the following influences your thinking to the greatest extent?"

| | Per Cent |
|------------------------------------|----------|
| Family | 38.0 |
| Magazines and newspapers | 17.0 |
| Close friends, "the gang" | 11.5 |
| Radio | 10.5 |
| Community or student opinion | 6.0 |
| School teachers | 5.0 |
| Church | 5.0 |
| Movies | 3.0 |
| School books | 1.0 |
| Don't know | 3.0 |

Mr. Robinson also called attention to two other poll highlights. First, that the influences under direct parent or teacher supervision—home, classroom school groups and textbooks—total 50 per cent of the vote. Second, that the votes for three modern media of communication added up to 30.5 per cent.

Classroom Teachers Oppose Compulsory Military Training

At a meeting in Birmingham, Ala., December 27, 28, 1945, the Southeastern Regional Conference of the Department of Classroom Teachers passed the following resolutions:

Whereas: The National Commission for the Defense of Democracy Through Education has made a study of the problems of peacetime compulsory military training and has come to the following conclusions:

1. That compulsory military training is not at present necessary for the best possible defense of the United States against attack or invasion;

2. That the passage of this measure at this session of Congress would be unwise, wasteful and injurious to our best interests both at home and abroad;

3. That there are other defense measures of greater importance, some of which would be interfered with or prevented by the high cost of compulsory military training.

Resolved, That we co-operate by writing our Congressmen and Senators such letters as may be needed to bring about the defeat of the May Bill, H.R. 515.

Federal Aid Forces Hopeful

Washington observers of educational legislation see in the activities of the Senate Committee on Education and Labor a hopeful sign that a Federal aid bill, substantial in its provisions, will be reported soon to the Senate.

A subcommittee working on a draft includes Senators Taft, Ohio, and Hill, Alabama. One informed official says these two are likely to bring out a draft that provides for \$50,000,000 in aid for the first year and increases by the same amount until a maximum of \$250,000,000 is reached in the fifth year. Aid for 32 or 33 states would be assured at the start with a foundation program of at least \$40 per pupil.

A Federal aid bill lost in the Education Committee of the House by one vote and it is expected that any new measures will meet more opposition in the House than in the upper branch.—*U. S. Education News*.

Veterans Increase Enrollment In Junior Colleges

Enrollment of veterans in America's junior colleges is expected to more than double during the next six months, it was indicated in results of a survey made at the 26th annual convention of the American Association of Junior Colleges held January 19 at Chicago.

The survey indicates that a total of about 17,000 veterans are now attending the junior colleges and at least 38,000 are expected to enroll by September.

Present facilities of the colleges will accommodate approximately 75,000 veterans and can be increased to handle many more if the need arises, the administrators pointed out.

Only eight of the 90 institutions participating in the survey have had to refuse admission to veterans because of the lack of proper housing, it was learned. Because most junior colleges are community schools and serve students in their immediate areas, the veterans may live at home while completing their college work.

A general upsurge of the total enrollment in all junior colleges was also predicted for September by the college heads, estimates for some colleges reaching as high as six times the number of students in attendance at the opening of the current year. The average number of students pursuing junior college studies was placed at 462 per institution and it is anticipated that this will increase to nearly 700 per institution by the opening of the 1946 fall semester.

Eighty-eight of the 90 junior colleges reported that special steps have already been taken to accommodate returning veterans, with many new courses being added to meet the needs of the men recently discharged from service.

Honeycutt to Aid Educational Institutions in Securing Surplus Property

■ A. W. Honeycutt, superintendent of the Chapel Hill schools for eight years prior to July 1, 1945, and more recently training specialist with the Army Signal Corps, Washington, D. C., has been appointed North Carolina field representative of the Division of Surplus Property Utilization of the U. S. Office of Education. Mr. Honeycutt's office in Raleigh is in the Division of Purchase and Contract, Highway Building, where he will serve as liaison officer between health and educational non-profit institutions and the regional offices of the several surplus property disposal agencies.

W. Z. Betts, Director of the Division of Purchase and Contract, has been appointed by Governor Cherry as director of a State educational agency to assist in the distribution of surplus property to such institutions. State Superintendent of Public Instruction Clyde A. Erwin will serve as chairman of the agency.

It will be the purpose of this agency to co-operate with the U. S. Office of Education in putting into effect procedures designed to secure discounts provided for eligible non-profit educational and health institutions and to channel surplus goods on the basis of need to these institutions. The agency will inform the educational institutions how to proceed in the procurement of surplus property, and will keep them informed of offerings of surplus property by disposal agencies.

Approximately all educational institutions of the State, including county and city administrative school units, have been certified to the Washington office as being eligible for purchasing property at the 40 per cent discount allowed. Principals of local schools should keep in touch with their superintendents as to available property, or better still, file with them a list of needs in order that action may be taken promptly when notification as to surplus property is received.

Truman Recommends Federal Aid to Schools

Although the major responsibility for financing education rests with the states, some assistance has long been given by the Federal Government. Further assistance is desirable and essential. . . . Accordingly, I repeat the proposal of last year's budget message that the Federal Government provide financial aid to assist the states in assuring more nearly equal opportunities for a good education. The proposed Federal grants for current educational expenditures should be made for the purpose of improving the educational system where improvement is most needed.—From the President's "State of the Union" and Budget Message to Congress, Jan. 21, 1946.

Conferences on Tests and Testing Procedures Held

Two conferences, one at Raleigh and the other at Salisbury, on tests and testing were held on January 28, 29. These conferences were attended by approximately 100 county and city superintendents, supervisors, college teachers, and a few principals and teachers who expected to assume some leadership in the local unit. The conferences were sponsored by the State Department of Public Instruction through the Division of Instructional Service which is in charge of Dr. J. Henry Highsmith. Conference leaders were Dr. W. N. Durost, Director, Division of Research and Test Service, World Book Company, and Dr. W. D. Perry, Director, University Testing Service, University of North Carolina, Chapel Hill.

According to Dr. Highsmith, the conferences were practical and very helpful and stimulating. "They supplied information," he said, "which those attending needed in working out testing programs, including the State program."

Teachers Report Activities on Safer Highway Travel

"Safer Highway Travel" is the title of a bulletin recently issued by the National Committee on Safety Education. This bulletin, which was prepared by the Subcommittee on Elementary Education, is a brief description from 21 teachers about actual classroom activities in the teaching of traffic safety. One of the reports was from a North Carolina teacher, Aileene Beason of the Aycock School, Greensboro. Her sixth grade made a study of the Pan-American Highway. "A very important outcome of this study was a feeling on part of the children that their own community was not doing enough in traffic safety and that they themselves had an individual responsibility to make it a safer place in which to live."

Helen K. Macintosh, Senior Specialist in Elementary Education for the U. S. Office of Education, says of this bulletin that it is "the type of report which would be especially interesting to classroom teachers."

This bulletin is available from the National Commission on Safety Education, NEA, 1201 16th St., N.W., Washington 6, D. C., at 15 cents for single copies and discounts of 10 per cent for two to nine copies, and 33½ per cent for 100 or more copies.

STATE SCHOOL FACTS

Accredited High Schools

"Accredited" high schools are those schools that have met certain minimum standards, as required by section 115-14 of the Public School Law, which are as follows: "A school term of not less than 180 days; four years or grades of work beyond the elementary school; three teachers holding required certificates; not less than 45 pupils in average daily attendance, a program of studies approved by the State Superintendent of Public Instruction, and such equipment as may be deemed necessary by the State Superintendent of Public Instruction to make the instruction beneficial to pupils: *Provided, however*, that in schools maintaining a nine-months term, meeting all other requirements, and offering superior instruction, fewer than 45 pupils in average daily attendance may be considered." In the interpretation of the law schools operating as junior schools, with fewer than four high school grades, have been considered as a school meeting the standards in that respect.

Table I

From this summary table it will be noted most North Carolina high schools meet these standards. For 1943-44 all except 25 schools for white students in county units, all schools for white students in city units, all except 45 schools for Negro students in county units, and all schools for Negroes in city units except three met the requirements. In other words, a total of 907 of the 980 public high schools are accredited.

Of the 135,241 students enrolled in high school, all but 2,818 were in at-

I. ACCREDITED HIGH SCHOOLS

| YEAR | A. WHITE | | | | | | | | | | B. NEGRO | | | | | | | | | | |
|----------|----------------|-----|--------------|-----|----------------------------------|------|---------|--------|------------------|------|----------------|----|--------------|-----|----------------------------------|--------|--------|--------|------------------|------|-------|
| | 1. No. Schools | | 2. No. Acc'd | | 3. Total High Enrollment (a+d+e) | | | | 4. Per Cent Acc. | | 1. No. Schools | | 2. No. Acc'd | | 3. Total High Enrollment (a+d+e) | | | | 4. Per Cent Acc. | | |
| | | | | | County | City | Total | County | | | | | | | City | Total | County | City | | | Total |
| 1933-34 | 636 | 87 | 723 | 587 | 83 | 670 | 87,043 | 38,496 | 125,539 | 97.0 | 126 | 54 | 180 | 64 | 110 | 11,720 | 13,000 | 24,810 | 78.3 | 96.4 | 87.8 |
| 1934-35 | 637 | 88 | 725 | 596 | 84 | 680 | 90,744 | 40,358 | 131,102 | 97.4 | 134 | 55 | 189 | 69 | 115 | 13,137 | 13,808 | 26,945 | 77.5 | 96.2 | 87.1 |
| 1935-36 | 641 | 92 | 733 | 605 | 89 | 694 | 94,731 | 43,825 | 138,116 | 97.8 | 143 | 59 | 202 | 73 | 129 | 15,165 | 14,334 | 29,499 | 80.6 | 96.1 | 88.1 |
| 1936-37 | 645 | 92 | 737 | 610 | 90 | 700 | 97,884 | 45,826 | 143,710 | 98.0 | 147 | 62 | 209 | 80 | 130 | 16,826 | 15,023 | 31,849 | 79.7 | 98.3 | 88.5 |
| 1937-38 | 650 | 93 | 743 | 614 | 91 | 705 | 101,933 | 48,102 | 150,035 | 98.1 | 142 | 61 | 203 | 83 | 120 | 17,979 | 15,195 | 33,174 | 85.0 | 96.2 | 90.1 |
| 1938-39 | 653 | 93 | 746 | 621 | 92 | 713 | 108,533 | 50,991 | 159,524 | 98.0 | 155 | 62 | 217 | 99 | 154 | 20,538 | 16,046 | 36,584 | 84.1 | 95.1 | 88.9 |
| 1939-40 | 653 | 98 | 746 | 621 | 96 | 717 | 111,567 | 53,935 | 165,502 | 97.9 | 160 | 64 | 224 | 107 | 156 | 21,939 | 17,772 | 39,711 | 87.1 | 95.0 | 90.7 |
| 1940-41 | 657 | 100 | 757 | 625 | 98 | 723 | 113,325 | 54,222 | 167,547 | 98.0 | 163 | 63 | 226 | 113 | 150 | 22,859 | 18,790 | 41,649 | 88.1 | 96.0 | 91.8 |
| 1941-42 | 662 | 108 | 770 | 631 | 94 | 725 | 112,363 | 53,170 | 165,533 | 98.2 | 167 | 67 | 234 | 116 | 158 | 24,000 | 19,700 | 43,700 | 90.0 | 96.0 | 92.2 |
| 1942-43 | 687 | 121 | 808 | 632 | 98 | 730 | 109,633 | 50,977 | 160,610 | 97.9 | 168 | 68 | 236 | 117 | 151 | 23,859 | 18,790 | 42,649 | 88.1 | 96.0 | 91.8 |
| 1943-44* | 656 | 94 | 750 | 631 | 94 | 725 | 71,535 | 34,964 | 106,499 | 98.9 | 166 | 66 | 232 | 115 | 147 | 24,000 | 19,700 | 43,700 | 90.0 | 96.0 | 92.2 |
| 1933-34 | 126 | 54 | 180 | 64 | 46 | 110 | 11,720 | 13,000 | 24,810 | 78.3 | 126 | 54 | 180 | 64 | 110 | 11,720 | 13,000 | 24,810 | 78.3 | 96.4 | 87.8 |
| 1934-35 | 134 | 55 | 189 | 69 | 46 | 115 | 13,137 | 13,808 | 26,945 | 77.5 | 134 | 55 | 189 | 69 | 115 | 13,137 | 13,808 | 26,945 | 77.5 | 96.2 | 87.1 |
| 1935-36 | 143 | 59 | 202 | 79 | 48 | 127 | 15,165 | 14,334 | 29,499 | 80.6 | 143 | 59 | 202 | 79 | 129 | 15,165 | 14,334 | 29,499 | 80.6 | 96.1 | 88.1 |
| 1936-37 | 147 | 62 | 209 | 80 | 50 | 130 | 16,826 | 15,023 | 31,849 | 79.7 | 147 | 62 | 209 | 80 | 130 | 16,826 | 15,023 | 31,849 | 79.7 | 98.3 | 88.5 |
| 1937-38 | 142 | 61 | 203 | 83 | 53 | 126 | 17,979 | 15,195 | 33,174 | 85.0 | 142 | 61 | 203 | 83 | 120 | 17,979 | 15,195 | 33,174 | 85.0 | 96.2 | 90.1 |
| 1938-39 | 155 | 62 | 217 | 99 | 54 | 153 | 20,538 | 16,046 | 36,584 | 84.1 | 155 | 62 | 217 | 99 | 154 | 20,538 | 16,046 | 36,584 | 84.1 | 95.1 | 88.9 |
| 1939-40 | 160 | 64 | 224 | 107 | 56 | 163 | 21,939 | 17,772 | 39,711 | 87.1 | 160 | 64 | 224 | 107 | 156 | 21,939 | 17,772 | 39,711 | 87.1 | 95.0 | 90.7 |
| 1940-41 | 163 | 63 | 226 | 113 | 57 | 170 | 22,859 | 18,790 | 41,649 | 88.1 | 163 | 63 | 226 | 113 | 150 | 22,859 | 18,790 | 41,649 | 88.1 | 96.0 | 91.8 |
| 1941-42 | 167 | 67 | 234 | 116 | 58 | 172 | 24,000 | 19,700 | 43,700 | 90.0 | 167 | 67 | 234 | 116 | 158 | 24,000 | 19,700 | 43,700 | 90.0 | 96.0 | 92.2 |

SEE ATTACHED STATE HIGH SCHOOLS, 1939-40 CITY TUNES

WHITE

NEGRO

tendance at accredited schools. Of this 2,818 there were 804 white rural boys and girls, 1,907 Negroes in county units, and 117 Negroes in city units.

On a percentage basis 97.9 per cent of all high school students attended accredited schools.

Tables II and III

These two tables show facts regarding accreditation of high schools for the 100 county and 71 city units for the school year 1943-44.

As stated, all except 25 of the county unit schools for white youth, 45 in county and three city schools for Negro youth were accredited in 1943-44. Non-accredited schools for white youth and the percentage of total enrollment in such schools were in the following 15 units:

| | No. Schools | Per Cent Enrollment |
|-----------|-------------|---------------------|
| Alexander | 1 | 4.0 |
| Buncombe | 1 | 1.5 |
| Dare | 4 | 25.3 |
| Forsyth | 4 | 7.9 |
| Graham | 1 | 14.6 |
| Guilford | 1 | 3.1 |
| Henderson | 1 | 3.1 |
| Hyde | 3 | 37.9 |
| Macon | 1 | 5.1 |

The 45 Negro high schools that were not accredited were located in 31 of the 74 county units which provided high schools for Negroes. These units were: Alamance, Anson, Beaufort, Bertie, Bladen, Camden, Carteret, Cleveland, Columbus, Dare, Duplin, Durham, Franklin, Guilford, Haywood, Jackson, Lincoln, Macon, Mecklenburg, Pender, Pitt, Randolph, Rowan, Rutherford, Stanly, Union, Washington, Watauga, Wayne, Wilson and Yadkin.

Of these 31 units that had non-accredited Negro high schools there were 11 that had no Negro enrollment in accredited schools. These units were: Camden, Dare, Haywood, Jackson, Lincoln, Macon, Randolph, Union, Watauga, Wilson and Yadkin. The total Negro high school enrollment in these 11 units was only 521.

The 117 Negro youth in city non-accredited high schools were located in the following units: Marion 43, Mooresville 43 and Tryon-Saluda 31.

II. ACCREDITED HIGH SCHOOLS, 1943-44—COUNTY UNITS

| ADMINISTRATIVE UNIT | WHITE | | | | | NEGRO | | | | |
|---------------------|---------|--------|------------|------------------|----------|---------|--------|------------|------------------|----------|
| | SCHOOLS | NUMBER | ACCREDITED | TOTAL ENROLLMENT | PER CENT | SCHOOLS | NUMBER | ACCREDITED | TOTAL ENROLLMENT | PER CENT |
| Alamance | 10 | 10 | 10 | 1,120 | 100.0 | 3 | 2 | 2 | 218 | 95.5 |
| Alexander | 4 | 3 | 3 | 498 | 96.0 | 1 | 1 | 1 | 94 | 100.0 |
| Alexchany | 2 | 2 | 2 | 259 | 100.0 | 4 | 3 | 3 | 255 | 80.3 |
| Anson | 6 | 6 | 6 | 406 | 100.0 | 4 | 3 | 3 | 355 | 88.3 |
| Ashe | 9 | 9 | 9 | 706 | 100.0 | 4 | 3 | 3 | 355 | 88.3 |
| Avery | 3 | 3 | 3 | 558 | 100.0 | 2 | 1 | 1 | 190 | 54.2 |
| Beaufort | 5 | 5 | 5 | 690 | 100.0 | 3 | 2 | 2 | 471 | 76.6 |
| Bertie | 7 | 7 | 7 | 363 | 100.0 | 3 | 2 | 2 | 430 | 95.6 |
| Bladen | 6 | 6 | 6 | 685 | 100.0 | 4 | 3 | 3 | 454 | 100.0 |
| Brunswick | 5 | 5 | 5 | 454 | 100.0 | 1 | 1 | 1 | 151 | 100.0 |
| Buncombe | 21 | 20 | 20 | 2,335 | 98.5 | 4 | 4 | 4 | 494 | 100.0 |
| Burke | 4 | 4 | 4 | 494 | 100.0 | 4 | 4 | 4 | 886 | 100.0 |
| Cabarrus | 6 | 6 | 6 | 886 | 100.0 | 7 | 7 | 7 | 813 | 100.0 |
| Caldwell | 7 | 7 | 7 | 813 | 100.0 | 7 | 7 | 7 | 813 | 100.0 |

III. ACCREDITED HIGH SCHOOLS, 1943-44—CITY UNITS

| ADMINISTRATIVE UNIT | WHITE | | | | | NEGRO | | | | |
|-----------------------|----------------|-------------------|------------------|-------------------------|----------|----------------|-------------------|------------------|-------------------------|----------|
| | NUMBER SCHOOLS | NUMBER ACCREDITED | TOTAL ENROLLMENT | ACCOMMODATED ENROLLMENT | PER CENT | NUMBER SCHOOLS | NUMBER ACCREDITED | TOTAL ENROLLMENT | ACCOMMODATED ENROLLMENT | PER CENT |
| Albemarle..... | 1 | 1 | 460 | 460 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Andrews..... | 1 | 1 | 152 | 152 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Asheboro..... | 1 | 1 | 397 | 397 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Asheville..... | 3 | 3 | 1,320 | 1,320 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Burlington..... | 1 | 1 | 776 | 776 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Canton..... | 1 | 1 | 400 | 400 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Chapel Hill..... | 1 | 1 | 293 | 293 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Charlotte..... | 5 | 5 | 2,922 | 2,922 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Cherryville..... | 1 | 1 | 157 | 157 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Clinton..... | 1 | 1 | 201 | 201 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Concord..... | 1 | 1 | 449 | 449 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Durham..... | 4 | 4 | 1,565 | 1,565 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Edenton..... | 1 | 1 | 169 | 169 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Elizabeth City..... | 1 | 1 | 374 | 374 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Elm City..... | 1 | 1 | 191 | 191 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Farmington..... | 1 | 1 | 190 | 190 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Fayetteville..... | 1 | 1 | 584 | 584 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Franklin..... | 1 | 1 | 121 | 121 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Franklinton..... | 1 | 1 | 76 | 76 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Freemont..... | 1 | 1 | 951 | 951 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Gastonia..... | 1 | 1 | 127 | 127 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Glen Alpine..... | 1 | 1 | 197 | 197 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Goldsboro..... | 1 | 1 | 508 | 508 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Greensboro..... | 6 | 6 | 1,657 | 1,657 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Greenville..... | 1 | 1 | 406 | 406 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Hamlet..... | 1 | 1 | 307 | 307 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Henderson..... | 1 | 1 | 357 | 357 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Hendersonville..... | 1 | 1 | 289 | 289 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Hickory..... | 1 | 1 | 739 | 739 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| High Point..... | 1 | 1 | 1,304 | 1,304 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Kannapolis..... | 1 | 1 | 852 | 852 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Kings Mountain..... | 1 | 1 | 264 | 264 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Kinston..... | 1 | 1 | 341 | 341 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Laurelburg..... | 1 | 1 | 238 | 238 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Leaksville..... | 2 | 2 | 599 | 599 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Lexington..... | 1 | 1 | 363 | 363 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Lexington..... | 1 | 1 | 405 | 405 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Lumberton..... | 1 | 1 | 254 | 254 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Madison..... | 1 | 1 | 142 | 142 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Marion..... | 1 | 1 | 302 | 302 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Monroe..... | 1 | 1 | 182 | 182 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Mooreville..... | 1 | 1 | 316 | 316 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Morganton..... | 1 | 1 | 655 | 655 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Morven..... | 1 | 1 | 83 | 83 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Mount Airy..... | 1 | 1 | 401 | 401 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Murphy..... | 1 | 1 | 389 | 389 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| New Bern..... | 1 | 1 | 390 | 390 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Newton..... | 1 | 1 | 325 | 325 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| North Wilkesboro..... | 1 | 1 | 195 | 195 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Oxford..... | 2 | 2 | 315 | 315 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Pinehurst..... | 1 | 1 | 85 | 85 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Raleigh..... | 3 | 3 | 1,522 | 1,522 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Red Springs..... | 1 | 1 | 78 | 78 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Reidsville..... | 1 | 1 | 455 | 455 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Roanoke Rapids..... | 1 | 1 | 558 | 558 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Rockingham..... | 1 | 1 | 504 | 504 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Rocky Mount..... | 1 | 1 | 787 | 787 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Salisbury..... | 1 | 1 | 584 | 584 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Sanford..... | 1 | 1 | 317 | 317 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Shelby..... | 1 | 1 | 429 | 429 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Southern Pines..... | 1 | 1 | 126 | 126 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Statesville..... | 2 | 2 | 446 | 446 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Tarboro..... | 1 | 1 | 234 | 234 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Thomasville..... | 2 | 2 | 384 | 384 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Tryon-Saluda..... | 2 | 2 | 146 | 146 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Wadesboro..... | 2 | 2 | 206 | 206 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Washington..... | 2 | 2 | 479 | 479 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Weldon..... | 1 | 1 | 118 | 118 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Wilson..... | 1 | 1 | 559 | 559 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| Winston-Salem..... | 3 | 3 | 2,032 | 2,032 | 100.0 | ..... | ..... | ..... | ..... | ..... |
| TOTAL..... | 94 | 94 | 34,964 | 34,964 | 100.0 | 64 | 61 | 12,201 | 12,084 | 99.0 |

| Rank | County | 1890 | 1900 | 1910 | 1920 | 1930 | 1940 | 1950 | 1960 | 1970 | 1980 | 1990 | 2000 | 2010 | 2020 | 2030 | 2040 | 2050 | 2060 | 2070 | 2080 | 2090 | 2100 | 2110 | 2120 | 2130 | 2140 | 2150 | 2160 | 2170 | 2180 | 2190 | 2200 | 2210 | 2220 | 2230 | 2240 | 2250 | 2260 | 2270 | 2280 | 2290 | 2300 | 2310 | 2320 | 2330 | 2340 | 2350 | 2360 | 2370 | 2380 | 2390 | 2400 | 2410 | 2420 | 2430 | 2440 | 2450 | 2460 | 2470 | 2480 | 2490 | 2500 | 2510 | 2520 | 2530 | 2540 | 2550 | 2560 | 2570 | 2580 | 2590 | 2600 | 2610 | 2620 | 2630 | 2640 | 2650 | 2660 | 2670 | 2680 | 2690 | 2700 | 2710 | 2720 | 2730 | 2740 | 2750 | 2760 | 2770 | 2780 | 2790 | 2800 | 2810 | 2820 | 2830 | 2840 | 2850 | 2860 | 2870 | 2880 | 2890 | 2900 | 2910 | 2920 | 2930 | 2940 | 2950 | 2960 | 2970 | 2980 | 2990 | 3000 | 3010 | 3020 | 3030 | 3040 | 3050 | 3060 | 3070 | 3080 | 3090 | 3100 | 3110 | 3120 | 3130 | 3140 | 3150 | 3160 | 3170 | 3180 | 3190 | 3200 | 3210 | 3220 | 3230 | 3240 | 3250 | 3260 | 3270 | 3280 | 3290 | 3300 | 3310 | 3320 | 3330 | 3340 | 3350 | 3360 | 3370 | 3380 | 3390 | 3400 | 3410 | 3420 | 3430 | 3440 | 3450 | 3460 | 3470 | 3480 | 3490 | 3500 | 3510 | 3520 | 3530 | 3540 | 3550 | 3560 | 3570 | 3580 | 3590 | 3600 | 3610 | 3620 | 3630 | 3640 | 3650 | 3660 | 3670 | 3680 | 3690 | 3700 | 3710 | 3720 | 3730 | 3740 | 3750 | 3760 | 3770 | 3780 | 3790 | 3800 | 3810 | 3820 | 3830 | 3840 | 3850 | 3860 | 3870 | 3880 | 3890 | 3900 | 3910 | 3920 | 3930 | 3940 | 3950 | 3960 | 3970 | 3980 | 3990 | 4000 | 4010 | 4020 | 4030 | 4040 | 4050 | 4060 | 4070 | 4080 | 4090 | 4100 | 4110 | 4120 | 4130 | 4140 | 4150 | 4160 | 4170 | 4180 | 4190 | 4200 | 4210 | 4220 | 4230 | 4240 | 4250 | 4260 | 4270 | 4280 | 4290 | 4300 | 4310 | 4320 | 4330 | 4340 | 4350 | 4360 | 4370 | 4380 | 4390 | 4400 | 4410 | 4420 | 4430 | 4440 | 4450 | 4460 | 4470 | 4480 | 4490 | 4500 | 4510 | 4520 | 4530 | 4540 | 4550 | 4560 | 4570 | 4580 | 4590 | 4600 | 4610 | 4620 | 4630 | 4640 | 4650 | 4660 | 4670 | 4680 | 4690 | 4700 | 4710 | 4720 | 4730 | 4740 | 4750 | 4760 | 4770 | 4780 | 4790 | 4800 | 4810 | 4820 | 4830 | 4840 | 4850 | 4860 | 4870 | 4880 | 4890 | 4900 | 4910 | 4920 | 4930 | 4940 | 4950 | 4960 | 4970 | 4980 | 4990 | 5000 | 5010 | 5020 | 5030 | 5040 | 5050 | 5060 | 5070 | 5080 | 5090 | 5100 | 5110 | 5120 | 5130 | 5140 | 5150 | 5160 | 5170 | 5180 | 5190 | 5200 | 5210 | 5220 | 5230 | 5240 | 5250 | 5260 | 5270 | 5280 | 5290 | 5300 | 5310 | 5320 | 5330 | 5340 | 5350 | 5360 | 5370 | 5380 | 5390 | 5400 | 5410 | 5420 | 5430 | 5440 | 5450 | 5460 | 5470 | 5480 | 5490 | 5500 | 5510 | 5520 | 5530 | 5540 | 5550 | 5560 | 5570 | 5580 | 5590 | 5600 | 5610 | 5620 | 5630 | 5640 | 5650 | 5660 | 5670 | 5680 | 5690 | 5700 | 5710 | 5720 | 5730 | 5740 | 5750 | 5760 | 5770 | 5780 | 5790 | 5800 | 5810 | 5820 | 5830 | 5840 | 5850 | 5860 | 5870 | 5880 | 5890 | 5900 | 5910 | 5920 | 5930 | 5940 | 5950 | 5960 | 5970 | 5980 | 5990 | 6000 | 6010 | 6020 | 6030 | 6040 | 6050 | 6060 | 6070 | 6080 | 6090 | 6100 | 6110 | 6120 | 6130 | 6140 | 6150 | 6160 | 6170 | 6180 | 6190 | 6200 | 6210 | 6220 | 6230 | 6240 | 6250 | 6260 | 6270 | 6280 | 6290 | 6300 | 6310 | 6320 | 6330 | 6340 | 6350 | 6360 | 6370 | 6380 | 6390 | 6400 | 6410 | 6420 | 6430 | 6440 | 6450 | 6460 | 6470 | 6480 | 6490 | 6500 | 6510 | 6520 | 6530 | 6540 | 6550 | 6560 | 6570 | 6580 | 6590 | 6600 | 6610 | 6620 | 6630 | 6640 | 6650 | 6660 | 6670 | 6680 | 6690 | 6700 | 6710 | 6720 | 6730 | 6740 | 6750 | 6760 | 6770 | 6780 | 6790 | 6800 | 6810 | 6820 | 6830 | 6840 | 6850 | 6860 | 6870 | 6880 | 6890 | 6900 | 6910 | 6920 | 6930 | 6940 | 6950 | 6960 | 6970 | 6980 | 6990 | 7000 | 7010 | 7020 | 7030 | 7040 | 7050 | 7060 | 7070 | 7080 | 7090 | 7100 | 7110 | 7120 | 7130 | 7140 | 7150 | 7160 | 7170 | 7180 | 7190 | 7200 | 7210 | 7220 | 7230 | 7240 | 7250 | 7260 | 7270 | 7280 | 7290 | 7300 | 7310 | 7320 | 7330 | 7340 | 7350 | 7360 | 7370 | 7380 | 7390 | 7400 | 7410 | 7420 | 7430 | 7440 | 7450 | 7460 | 7470 | 7480 | 7490 | 7500 | 7510 | 7520 | 7530 | 7540 | 7550 | 7560 | 7570 | 7580 | 7590 | 7600 | 7610 | 7620 | 7630 | 7640 | 7650 | 7660 | 7670 | 7680 | 7690 | 7700 | 7710 | 7720 | 7730 | 7740 | 7750 | 7760 | 7770 | 7780 | 7790 | 7800 | 7810 | 7820 | 7830 | 7840 | 7850 | 7860 | 7870 | 7880 | 7890 | 7900 | 7910 | 7920 | 7930 | 7940 | 7950 | 7960 | 7970 | 7980 | 7990 | 8000 | 8010 | 8020 | 8030 | 8040 | 8050 | 8060 | 8070 | 8080 | 8090 | 8100 | 8110 | 8120 | 8130 | 8140 | 8150 | 8160 | 8170 | 8180 | 8190 | 8200 | 8210 | 8220 | 8230 | 8240 | 8250 | 8260 | 8270 | 8280 | 8290 | 8300 | 8310 | 8320 | 8330 | 8340 | 8350 | 8360 | 8370 | 8380 | 8390 | 8400 | 8410 | 8420 | 8430 | 8440 | 8450 | 8460 | 8470 | 8480 | 8490 | 8500 | 8510 | 8520 | 8530 | 8540 | 8550 | 8560 | 8570 | 8580 | 8590 | 8600 | 8610 | 8620 | 8630 | 8640 | 8650 | 8660 | 8670 | 8680 | 8690 | 8700 | 8710 | 8720 | 8730 | 8740 | 8750 | 8760 | 8770 | 8780 | 8790 | 8800 | 8810 | 8820 | 8830 | 8840 | 8850 | 8860 | 8870 | 8880 | 8890 | 8900 | 8910 | 8920 | 8930 | 8940 | 8950 | 8960 | 8970 | 8980 | 8990 | 9000 | 9010 | 9020 | 9030 | 9040 | 9050 | 9060 | 9070 | 9080 | 9090 | 9100 | 9110 | 9120 | 9130 | 9140 | 9150 | 9160 | 9170 | 9180 | 9190 | 9200 | 9210 | 9220 | 9230 | 9240 | 9250 | 9260 | 9270 | 9280 | 9290 | 9300 | 9310 | 9320 | 9330 | 9340 | 9350 | 9360 | 9370 | 9380 | 9390 | 9400 | 9410 | 9420 | 9430 | 9440 | 9450 | 9460 | 9470 | 9480 | 9490 | 9500 | 9510 | 9520 | 9530 | 9540 | 9550 | 9560 | 9570 | 9580 | 9590 | 9600 | 9610 | 9620 | 9630 | 9640 | 9650 | 9660 | 9670 | 9680 | 9690 | 9700 | 9710 | 9720 | 9730 | 9740 | 9750 | 9760 | 9770 | 9780 | 9790 | 9800 | 9810 | 9820 | 9830 | 9840 | 9850 | 9860 | 9870 | 9880 | 9890 | 9900 | 9910 | 9920 | 9930 | 9940 | 9950 | 9960 | 9970 | 9980 | 9990 | 10000 | 10010 | 10020 | 10030 | 10040 | 10050 | 10060 | 10070 | 10080 | 10090 | 10100 | 10110 | 10120 | 10130 | 10140 | 10150 | 10160 | 10170 | 10180 | 10190 | 10200 | 10210 | 10220 | 10230 | 10240 | 10250 | 10260 | 10270 | 10280 | 10290 | 10300 | 10310 | 10320 | 10330 | 10340 | 10350 | 10360 | 10370 | 10380 | 10390 | 10400 | 10410 | 10420 | 10430 | 10440 | 10450 | 10460 | 10470 | 10480 | 10490 | 10500 | 10510 | 10520 | 10530 | 10540 | 10550 | 10560 | 10570 | 10580 | 10590 | 10600 | 10610 | 10620 | 10630 | 10640 | 10650 | 10660 | 10670 | 10680 | 10690 | 10700 | 10710 | 10720 | 10730 | 10740 | 10750 | 10760 | 10770 | 10780 | 10790 | 10800 | 10810 | 10820 | 10830 | 10840 | 10850 | 10860 | 10870 | 10880 | 10890 | 10900 | 10910 | 10920 | 10930 | 10940 | 10950 | 10960 | 10970 | 10980 | 10990 | 11000 | 11010 | 11020 | 11030 | 11040 | 11050 | 11060 | 11070 | 11080 | 11090 | 11100 | 11110 | 11120 | 11130 | 11140 | 11150 | 11160 | 11170 | 11180 | 11190 | 11200 | 11210 | 11220 | 11230 | 11240 | 11250 | 11260 | 11270 | 11280 | 11290 | 11300 | 11310 | 11320 | 11330 | 11340 | 11350 | 11360 | 11370 | 11380 | 11390 | 11400 | 11410 | 11420 | 11430 | 11440 | 11450 | 11460 | 11470 | 11480 | 11490 | 11500 | 11510 | 11520 | 11530 | 11540 | 11550 | 11560 | 11570 | 11580 | 11590 | 11600 | 11610 | 11620 | 11630 | 11640 | 11650 | 11660 | 11670 | 11680 | 11690 | 11700 | 11710 | 11720 | 11730 | 11740 | 11750 | 11760 | 11770 | 11780 | 11790 | 11800 | 11810 | 11820 | 11830 | 11840 | 11850 | 11860 | 11870 | 11880 | 11890 | 11900 | 11910 | 11920 | 11930 | 11940 | 11950 | 11960 | 11970 | 11980 | 11990 | 12000 | 12010 | 12020 | 12030 | 12040 | 12050 | 12060 | 12070 | 12080 | 12090 | 12100 | 12110 | 12120 | 12130 | 12140 | 12150 | 12160 | 12170 | 12180 | 12190 | 12200 | 12210 | 12220 | 12230 | 12240 | 12250 | 12260 | 12270 | 12280 | 12290 | 12300 | 12310 | 12320 | 12330 | 12340 | 12350 | 12360 | 12370 | 12380 | 12390 | 12400 | 12410 | 12420 | 12430 | 12440 | 12450 | 12460 | 12470 | 12480 | 12490 | 12500 | 12510 | 12520 | 12530 | 12540 | 12550 | 12560 | 12570 | 12580 | 12590 | 12600 | 12610 | 12620 | 12630 | 12640 | 12650 | 12660 | 12670 | 12680 | 12690 | 12700 | 12710 | 12720 | 12730 | 12740 | 12750 | 12760 | 12770 | 12780 | 12790 | 12800 | 12810 | 12820 | 12830 | 12840 | 12850 | 12860 | 12870 | 12880 | 12890 | 12900 | 12910 | 12920 | 12930 | 12940 | 12950 | 12960 | 12970 | 12980 | 12990 | 13000 | 13010 | 13020 | 13030 | 13040 | 13050 | 13060 | 13070 | 13080 | 13090 | 13100 | 13110 | 13120 | 13130 | 13140 | 13150 | 13160 | 13170 | 13180 | 13190 | 13200 | 13210 | 13220 | 13230 | 13240 | 13250 | 13260 | 13270 | 13280 | 13290 | 13300 | 13310 | 13320 | 13330 | 13340 | 13350 | 13360 | 13370 | 13380 | 13390 | 13400 | 13410 | 13420 | 13430 | 13440 | 13450 | 13460 | 13470 | 13480 | 13490 | 13500 | 13510 | 13520 | 13530 | 13540 | 13550 | 13560 | 13570 | 13580 | 13590 | 13600 | 13610 | 13620 | 13630 | 13640 | 13650 | 13660 | 13670 | 13680 | 13690 | 13700 | 13710 | 13720 | 13730 | 13740 | 13750 | 13760 | 13770 | 13780 | 13790 | 13800 | 13810 | 13820 | 13830 | 13840 | 13850 | 13860 | 13870 | 13880 | 13890 | 13900 | 13910 | 13920 | 13930 | 13940 | 13950 | 13960 | 13970 | 13980 | 13990 | 14000 | 14010 | 14020 | 14030 | 14040 | 14050 | 14060 | 14070 | 14080 | 14090 | 14100 | 14110 | 14120 | 14130 | 14140 | 14150 | 14160 | 14170 | 14180 | 14190 | 14200 | 14210 | 14220 | 14230 | 14240 | 14250 | 14260 | 14270 | 14280 | 14290 | 14300 | 14310 | 14320 | 14330 | 14340 | 14350 | 14360 | 14370 | 14380 | 14390 | 14400 | 14410 | 14420 | 14430 | 14440 | 14450 | 14460 | 14470 | 14480 | 14490 | 14500 | 14510 | 14520 | 14530 | 14540 | 14550 | 14560 | 14570 | 14580 | 14590 | 14600 | 14610 | 14620 | 14630 | 14640 | 14650 | 14660 | 14670 | 14680 | 14690 | 14700 | 14710 | 14720 | 14730 | 14740 | 14750 | 14760 | 14770 | 14780 | 14790 | 14800 | 14810 | 14820 | 14830 | 14840 | 14850 | 14860 | 14870 | 14880 | 14890 | 14900 | 14910 | 14920 | 14930 | 14940 | 14950 | 14960 | 14970 | 14980 | 14990 | 15000 | 15010 | 15020 | 15030 | 15040 | 15050 | 15060 |
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Youth Committee Organized for Purpose Of Co-ordinating Work on Child Care

■ A committee on services for children and youth of the State Planning Board was recently organized for the purpose of co-ordinating and unifying the work of the several public agencies and organizations carrying on child care and youth-serving program in the State, it is announced by Felix A. Grissette, Managing Director of the Board.

Dr. I. G. Greer, Superintendent of Mills Home, Thomasville, is chairman of the committee. William Curtis Ezell, formerly with the State Board of Public Welfare and more recently with the Federal Security Agency as field representative of the Division of Social Protection, has been employed as executive secretary of the committee. He will maintain an office in Raleigh. According to Mr. Grissette, Mr. Ezell is well qualified for this committee of the State Planning Board.

"It is the hope of the committee," Mr. Grissette stated, "to establish some yardsticks of adequacy of service and to measure the services available in this State against those measures of adequacies. The committee is asking itself: Can we measure where we rank in services for our younger people, in education, recreation, welfare, child guidance and youth counseling, in labor legislation and in related fields? The committee is also interested in what we can feasibly do to improve the status of our future leaders.

"The first job of the committee will be to collect the necessary information. Second, it will study this information to determine what the needs are. And then it will point out ways of improving the services where the needs are greatest and where effort promises to be most productive."

The committee consists of the following named persons and agency representatives: Dr. Gordon W. Blackwell, Director, Institute for Research in Social Science, University of North Carolina, Chapel Hill; Mrs. W. T. Bost, Raleigh; Dr. Roy M. Brown, Division of Public Welfare and Social Work, University of North Carolina, Chapel Hill; James H. Clark, Chairman, Medical Care Commission, Raleigh; Dr. Clyde A. Erwin,* State Superintendent of Public Instruction, Raleigh; Dr. A. E. Fink, Director, Division of Public Welfare and Social Work, University of North Carolina, Chapel Hill; Dr. I. G. Greer,* Superintendent, Mills Home, Thomasville, N. C.; Felix A. Grissette,* Managing Director, North Carolina State Planning Board, Raleigh; L. R. Harrill, State 4-H Club Leader, N. C. State College, Raleigh; Mrs. J. Henry Highsmith, Chairman, Youth Conservation Committee, N. C. Federation of Women's Clubs, Raleigh; Dr. S. H. Hobbs, Jr., Professor of Rural Social Economics, University of North Carolina, Chapel Hill; Miss Ethel Honeycutt, Executive Secretary, N. C. League for Crippled Children, Inc., Chapel Hill; Mrs. E. N. Howell, President, N. C. Congress of Parents and Teachers, Swannanoa; Mrs. D. M. Jarnagin, Director of Organizations, National Col-

ored Parents and Teachers, Chapel Hill; Dr. Katharine Jocher,* Institute for Research in Social Science, University of North Carolina, Chapel Hill; Mrs. Lula Kelsey, Salisbury; Santford Martin, Editor, Winston-Salem *Journal*; Miss Marie McIver, Supervisor of Negro Elementary Education, State Department of Public Instruction, Raleigh; Dr. Harold D. Meyer, Executive Director, N. C. Recreation Commission, Chapel Hill; Dr. Carl V. Reynolds, State Health Officer, Raleigh; Mrs. Bess Rosa, Woman's College, University of North Carolina, Greensboro; Dr. Ellen Winston, Commissioner, State Board of Public Welfare, Raleigh; Mrs. C. T. Wanzer, N. C. Mental Hygiene Society, Charlotte; Forrest H. Shuford, Commissioner of Labor, Raleigh.

*Members of Executive Committee.

Two Issues Pointed Out For World Peace

Planning for American youth and universal peacetime military training are two issues which were recently pointed out to members of the National Association of Secondary School Principals by Paul E. Elicker, executive secretary of that organization.

Concerning the first issue, Mr. Elicker believes that careful plans for the understanding and improvement of education should be made today in order that the quality of living tomorrow may be determined. For this issue the Association has prepared a discussion guide for use with groups which will be sent free on request.

As to the second issue, compulsory peacetime military training, Mr. Elicker urges that careful consideration be given to the full implications of what the adoption of such a program means. Chief reasons for opposition to the passage of such an act *now* by educators, he states are:

1. Security for our nation is desired by all, but, in an era of atomic power, it is doubtful if World War II methods and large land-trained armed forces, whose training soon becomes obsolete, will give us security.

2. Compulsory militarism for all youth is un-American. The history of militarism in other countries has tended to provoke war rather than assure peace.

3. The total estimated annual cost for training 960,000 boys is three billion dollars. Think of what could be done for *all* youth, in health, education and an improved standard of living, for only a fraction of this expenditure.

REA Safety and Job Training Program Sponsored Through Vocational Division

A continuous program of safety and job training for employees of the 28 co-operative organizations of the North Carolina Rural Electrification Authority is being sponsored by the Division of Vocational Education of the State Department of Public Instruction. This program, which is a part of the trade and industrial education under George W. Coggin, State Supervisor, is carried on by a safety and job training instructor, whose salary is paid co-operatively by the REA and the State Vocational Division.

Last year this instructor, Roy T. Anderson, made 180 visits to the State's 28 co-operatives at which time classroom instruction and on-the-job demonstrations were given to co-operative employees. According to Mr. Anderson, there was not a fatal accident last year among these co-operatives, and in the 18 states containing 70 per cent of REA lines that had such programs there were only 18 fatal accidents, or 30 per cent of the total of such accidents.

Mr. Anderson has been doing this safety and job training work in North Carolina since January 1, 1945. Before coming to North Carolina he was for 21 years with the Alabama Power Company, where he had experience as a lineman and substation operator in practically every phase of electrical operation. In the opinion of Mr. Coggin Mr. Anderson is well qualified to give this instruction, and he attributes the low accident record among these co-operatives to Mr. Anderson's on-the-job instruction.

Physical Education Teachers Listed

A list of the teachers of physical education of the State was recently compiled by Charles E. Spencer, Adviser of Physical and Health Education for the Department of Public Instruction. According to this compilation there are 530 teachers in this field. A majority of this number give only part time to this subject, as only 88 are listed as full-time teachers of physical education, whereas 100 teach health in addition to physical education.

Several counties, it is shown by the tabulation, do not have any teachers employed to give specific instruction in this subject. On the other hand, there are 32 such instructors in Guilford County, nine full-time, who devote a part of or their entire time to giving instruction in physical education. Mecklenburg has 26 teachers of physical education, ten of whom were employed on a full-time basis for this one subject. The list shows that there were no teachers of physical education in the following counties: Alexander, Camden, Clay, Craven, Jackson, Johnston, Macon, Martin, Person, Tyrrell, Washington and Yancey.

Supervisors Hold Conference

Twenty of the 21 county and city supervisors and several superintendents met in Raleigh, State Education Building, for a two-day conference on February 15, 16 to discuss what supervisors are doing to promote the in-service training of teachers and related problems with each other, members of the staff of the Department of Public Instruction and other educational leaders. The single absence was caused by the illness of the supervisor in Davidson County, Dr. J. Henry Highsmith. Director of the Division of Instructional Service, presided over the conference sessions.

At the Friday session each supervisor told of his or her experience (there is one male supervisor) in an effort to improve instruction in the respective school units. This was a real experience meeting. At a dinner meeting at the Raleigh Woman's Club at 6:15 p.m., Dr. H. Arnold Perry, Associate in the Division of Instructional Service, gave an interesting talk on "The Place of Audio-Visual Education in a Supervisory Program." The final session on Saturday morning was devoted to a discussion of some topics of special interest, led by Miss Birdie Holloway of the Woman's College faculty, Greensboro. Dr. W. D. Perry, of the faculty of the University, Chapel Hill, and Mrs. Mary Peacock Douglas from the staff of the State Department of Public Instruction.

According to Dr. Highsmith, this conference has been well worth while. "I certainly wish other school people could have been present," he said, "especially some superintendents of units that do not now have supervisors, and heard of the fine work that these supervisors are doing to improve instruction. I am satisfied not only that the teachers in these units are being helped, but that the children are taught better because of this supervision, guidance and direction."

The following supervisors and superintendents were present at the conference: Alamance, Dr. Theo Dalton and Supt. M. E. Yount; Durham, Matilda O. Michaels and Supt. W. M. Jenkins; Edgecombe, Julia McNairy and Supt. E. D. Johnson; Forsyth, Kathleen Emerson; Halifax, Madeline Tripp; Iredell and Statesville, Mrs. Rosa J. Tillitt; Johnston, Mary E. Wells; Martin, Lissie Pearce and Supt. J. S. Manning; Mecklenburg, Eloise Rankin; Northampton, Mary Vann O'Brian; Onslow, Mrs. Katie E. Cutting; Pitt, Reba A. Proctor and Supt. D. J. Conley; Surry, Minnie Ruth McNeill; Asheville, Elah Cowart; Burlington, Carrie B. Wilson and Supt. L. E. Spikes; Charlotte, Cornelia Carter; Gastonia, Minnie Lee Peedin and Principal T. L. Looper; Raleigh, Clara Hearne and Principal Mary Hix; Winston-Salem, Mrs. Myrtle Butler, and Sanford, Margaret John.

Cash Prizes Offered For Essays

Eight cash prizes of five and ten dollars each will be given to the high school pupils writing the best essays on the topics specified by the Division of Children of the Confederacy of the United Daughters of the Confederacy. It is announced by Mrs. J. J. Andoe, Greensboro, chairman of the essay contest. The contest is open to the high school pupils of the State, and in accordance with the following rules:

1. Essays must not contain more than 2,000 words.
2. Essays must be typed. Name of writer, with street address, must be clearly given.
3. Bibliography must be attached. (Use name "War Between the States.")
4. Not more than three essays on any subject may be submitted from any class. Teacher is requested to indicate her first, second and third choice.
5. Essays must reach Mrs. J. J. Andoe, 923 North Eugene Street, Greensboro, N. C., by May 1, 1946.

Essay topics and cash awards for this year, as announced by Mrs. Andoe, are the following:

1. Ten dollars for the best essay on "General Robert E. Lee."
2. Five dollars for the second best essay on "General Robert E. Lee."
3. Five dollars for best essay on "Matthew Fontaine Maury."
4. Five dollars for best essay on "Judah P. Benjamin."
5. Five dollars for best paper on "Why We Are Proud of Our Southern Heritage."
6. Five dollars for best essay on "Our Town During the War Between the States."
7. Ten dollars for best essay on "Gov. Zebulon Baird Vance."
8. Ten dollars for best essay on "General Stonewall Jackson."

Orchids to the Schools

"Greatest educational event of 1945" was the fact that the vast majority of America's youngsters who should be in school were in school, served by teachers who stuck to their jobs through one of the most turbulent years of history,

... that millions of others—young and old—continued their education through an almost limitless variety of schools, colleges, study courses and programs of their own free choice.

... and that teachers, parents, government and the public were dissatisfied with things as they were and tried to the utmost to improve all phases of education.

This is the *Dispatch's* conclusion, after its attempt to obtain a symposium of "significant educational events of 1945" as seen from Washington.—*Educator's Washington Dispatch*.

Teachers of Agriculture Report Activities

Teachers of agriculture in the public schools of North Carolina keep busy with activities in connection with club work, and classroom, workshop and field work, it is learned from Roy T. Thomas, State Supervisor of Agriculture. A few typical examples of the type of activities engaged in by these teachers and their students are the following:

Moss Hill (Lenoir County)—Very little hybrid corn so far has been grown in our community. We have been studying about hybrid corn and have determined to do something about increasing the acreage decidedly. Working in groups we will endeavor to contact every farmer in the district and get orders for seed. Of course a number of boys will use hybrid corn in their own projects. Considerable time has been spent in the shop making lawn chairs, swings, tables, benches and doing a number of repair jobs, according to F. E. McClain, teacher of agriculture, Moss Hill High School.

Creswell (Washington County)—During the past month the Creswell F.F.A. chapter has done some useful and interesting work for the students and also farmers of the community. The first-year boys have spent lots of their time filling project plans for the following year. The second- and third-year boys have been working mostly on seeds in order to enter the crop judging contest at Jamesville. In the shop the first-year boys have constructed items to take home, such as radio tables and other useful things. The second- and third-year boys have constructed one trailer, a storage cabinet for the cannery and started several useful items to be carried home. Also several farmers have used the shop for repair of farm equipment. In the cannery the agriculture boys have packed and shipped 21 cases of fruits and vegetables to war relief, and have ground meat for patrons of the community. Some useful and interesting work has been done during the month which it is hoped will be continued in the future, according to A. H. Tucker, teacher of agriculture, Creswell High School.

Moyock (Currituck County)—Two of our chapter members have purchased purebred Angus steers to compete in the fat stock show to be held in Elizabeth City next spring. These two steers each weigh 675 pounds and are around eight months of age. The boys are justly proud of their steers because they come from one of the best herds of beef cattle in the county. The members of the 11th grade have been busy during the last few weeks studying and practicing parliamentary procedure in preparation for the contest to be held this month at Hertford, according to I. C. Yagel, teacher of agriculture in Moyock High School.

Textbook Matters

Wade M. Jenkins, Director of the Division of Textbooks, has recently written letters to the principals of the State with reference to certain textbook matters. These letters seem so important to us that they are being reprinted here in full.

Future Homemakers Issue Newsletter

The February *Newsletter*, the regular publication of the North Carolina Association of Future Homemakers of America, is bound in an attractive cover printed in red. This number of the *Newsletter* contains a number of articles of interest to the girls who are members of this organization, including an illustrated article on how to grow red roses, the F.H.A. Club flower. One page is devoted to a map of the State indicating the location by counties of the 162 F.H.A. clubs in the State. Several pages are used in giving local chapter activities.

This State organization is composed of students who take homemaking courses in the public schools. It is sponsored by the Division of Vocational Education of the State Department of Public Instruction. Mrs. Will Frances Sanders of the Home Economics Education staff is the State adviser for these clubs.

First Permanent Educational Series in Television to be Inaugurated in April

The first permanent series of educational broadcasts in the history of television will be inaugurated by the National Broadcasting Company the week of April 7, it was announced recently by John F. Royal, NBC vice-president in charge of television.

A feature of the series will be its use by the New York City Board of Education as an experiment in student utilization. Titled "Your World Tomorrow," the weekly educational series will be produced with the co-operation of the NBC University of the Air. It will deal with the fields of physical sciences and will keep in immediate touch with all outstanding developments in these fields. Among the subjects for early telecasts will be "The Mighty Atom," an explanation of atomic fission and potential uses of atomic power, "Jet Propulsion," "Huff-Duff, the Radio Detective" and others of immediate and vital importance. As television network facilities develop the programs will visit the nation's capital to bring viewers scenes from the Smithsonian Institution. Other cities may also be visited to tap the scientific resources of laboratories and museums. Throughout the series, the emphasis will be on new scientific developments which will directly affect the viewers.

The new series will be telecast from 2:30-3:30 p.m. in order that the students from the city schools may attend conveniently.

STATE BOARD OF EDUCATION DIVISION OF TEXTBOOKS RALEIGH

Re: FREE BOOKS

February 25, 1946.

DEAR PRINCIPAL:

In some sections of the State there has been quite a bit of dissatisfaction and criticism of the free book system because some schools have not had a sufficient number of usable books to supply their needs. In most instances (except for arithmetic), there have been two main causes of this condition. Unless these causes are corrected, children will necessarily have to continue to suffer.

1. Some principals and teachers have, in the rush at the end of school, failed to discard books properly. Books that no principal would be willing for his own child to use have been reported "in usable condition." Principals have made their book reports without having any one take the trouble to actually count the books on hand. Last spring one principal of a large school reported no losses or damaged books for the year. He had a nice looking report, but the new principal soon found that it was far from accurate.

2. Large surpluses of some titles have been allowed to accumulate and remain in some schools when other schools in the unit were in need of these books.

Since the number of books sent to your unit depends on the prospective membership and the number of books "in usable condition" already on hand, we want to urge that *every principal see to it that the "Books in Usable Condition" column of his final report is 100 per cent correct as to number and condition of books.* All unusable books should be sent to the superintendent's book room. *Please complete your book reports within a week after the end of school.*

Effort should be made to collect damage fees for all damage beyond ordinary wear and tear. Some schools have trained their pupils well enough that most pupils take good care of their books and consequently only a few pupils should be required to pay damage fees. In other schools books are damaged badly and *no fees* or few fees are collected. In most cases the amount of damage fees turned in by a school is a good index of the way books are taken care of in that school. As a matter of citizenship training, we feel that this matter should be handled conscientiously. It is hard to believe that a school of five teachers has trained its pupils so that *every* child takes such good care of his books that no damage fees at all should be collected.

Books should not be left in the various classrooms during the summer, but should be brought to a central room and placed either on shelves or on tables, books of each grade and title being separate from other grades and titles. If books are placed on tables, it is wise to have the backs of half the books in a stack placed one way and the other half the other. Usable books should not be left on the bare floor. After books have been placed as suggested above and all unusable books put in a separate group to be sent to the superintendent's book room, the books should be counted by two individuals working independently. This will assure accuracy.

Most schools will have a surplus of some titles that will be needed in other schools. The superintendent will advise you what books he wants you to return, and books to take care of your needs for next school year should not be issued to you until you have returned this surplus to the superintendent's book room.

Art, music, writing, *primary readers*, and a few other books are not issued on the basis of one book per child. Your superintendent has or will be furnished the "basis of distribution" for these titles. The Scott-Foresman readers that have been adopted for basal use in the primary grades are expected to be introduced over a period of three years. Only readers for first grade use will likely be available for 1946-47.

Please remember that the teachers and pupils in your county or city are the ones who suffer unless you and the other principals in your unit co-operate in this program. For their sake won't you please follow these suggestions carefully?

Very truly yours,

WADE M. JENKINS, *Director*,
Division of Textbooks.

Phillips Exeter Academy Scholarships Offered

Each year Phillips Exeter Academy, Exeter, N. H., offers approximately 60 scholarships to boys who enter that institution for the first time. These scholarships range in amount from one fourth of the need to the full amount of the total expense.

The award of these scholarships is based upon the applicant's need, scholastic ability and character. Need is established through a financial questionnaire which is sent to all families who apply for scholarships. Since the

competition is always keen, the excellence of the candidate in scholastic ability must be considered, and upon the basis of recommendations of his teachers and others his character is determined. A boy who remains in good standing with the Academy, both in scholarship and in attitude, will receive the financial aid during his entire stay at the institution.

For further information concerning this institution and the scholarships, boys interested should write to Ezra Pike Rouds, Director of Admissions, Jeremiah Smith Hall, Exeter, N. H.

STATE BOARD OF EDUCATION
DIVISION OF TEXTBOOKS
• RALEIGH

Re: H. S. BOOKS

February 25, 1946.

DEAR PRINCIPAL:

On our trips to various parts of the State, we have found that nearly all principals are doing an excellent job in the matter of collecting high school book rentals. We have compared your collections with your enrollment (a's and e's) and in most instances we find that you have collected from all children. Some schools have shown a difference of one or two fees because children stopped school after attending four or five days. However, a few schools do not seem to be doing as good a job collecting as they should. One school with an enrollment of 89 had collected from only 59 pupils at the end of the fourth month. We are listing below the main reasons principals have given for failure to collect fees during 1944-45, together with a few comments from us. We sincerely hope these suggestions will help you to collect from all pupils who haven't paid but should pay.

1. *Two or more members of the same family rented only one set of books.* This is not permissible. Each child needs a set of his basal high school books. Besides, two pupils using the same set of books causes them to wear out almost twice as fast. Remember this money goes back to your unit in the form of additional high school texts, library books, etc.

2. *Children expected to move or to be inducted into the army.* In cases of this type children should pay rentals, and on moving should receive a transfer slip. If they are entitled to a refund, the county or city superintendent should make the refund.

3. *Children too poor to pay rentals.* In cases of this kind an indigent slip signed by the superintendent of public welfare should be clipped to pupil's record in the teacher's receipt book.

4. *Children stopped school.* This is not a valid reason unless these children stopped in a few days after school started.

5. *Children irregular in attendance.* In many instances where this reason has been given, the principal's final report has shown a rather high percentage of attendance. Whether fees are collected really seems to depend on the principal and teachers.

If you are unable to collect from your pupils this year, please attach a short note of explanation to your final pink report for all uncollected fees except those for whom indigent slips were secured. Be sure that indigent and transfer slips are properly handled. If reasons similar to Nos. 2, 4 and 5 above are given for non-collections, please give the following information for each child: Date entered school, date left, total days attended, and reason for nonpayment.

Children should be taught to care for their books properly. If teachers pay little or no attention to the condition of the books when returned by the child as compared to the condition of the books when issued to the child, children will soon become careless and indifferent in caring for their books. On the other hand, if pupils are required to pay for all unnecessary damage to the books rented, most of them will soon learn to care for their books properly. Every effort should be made to collect for all damage beyond ordinary wear and tear.

Each principal whose school rents supplementary readers is expected to do his part to see that all children who should pay rentals actually do. When these books are paid for, library books can be purchased.

Very truly yours,

WADE M. JENKINS, Director,
Division of Textbooks.

Supt. Erwin is Re-elected Chairman of National Group

State Superintendent Clyde A. Erwin was re-elected chairman of the legislative committee of the National Council of Chief State School Officers at its annual meeting held in Buffalo, N. Y., on February 1-3, where he made the annual report of that committee. In his report Superintendent Erwin discussed the Federal aid bill, the G. I. Bill of Rights, the school lunch appropriation by Congress, and the postwar building loan fund.

On February 20 Superintendent Erwin delivered an address on the health and physical education progress in North Carolina at a citizens conference on rural living at Lansing, Mich., called by State Superintendent Eugene B. Elliott of that State.

Board Committee Named to Study School Buildings

Lieut. Gov. L. Y. Ballentine, Chairman of the State Board of Education, at the February 7th meeting of the Board, announced the appointment of a committee composed of D. Hiden Ramsey, H. E. Stacy, Sanford Martin, Alonza E. Edwards and J. A. Pritchett, to study the school building program of the State. The appointment of this committee was authorized by Resolution No. 49 of the 1945 General Assembly which provides:

"That the State Board of Education shall appoint five of its members as a special committee to make careful investigation and study of the situation throughout the State, with reference to the school buildings provided for the use of the children, with a view of reporting back to the full State Board

Board Adopts Plan for Paying Teachers During Bad Weather Period

A plan whereby teachers who did not receive their regular monthly vouchers during the period in which the schools were closed on account of bad weather conditions was adopted by the State Board of Education at its regular meeting on February 7. This plan provided payment might be made after five days of school had been taught on a school month and that the time for which advance payment was made should be made up by the teacher. In other words, the Board's rule makes it possible for teachers to receive their salary vouchers prior to the time the school month ends, even though they have not taught the usual 20-day month.

The regulation covering this situation, which was adopted following the appearance before the Board of Mrs. Annie Laurie McDonald, President of the North Carolina Education Association, and a group of superintendents headed by Supt. Randolph Benton of Wake County, is as follows:

"All teachers in any individual school who, on account of roads and weather conditions, have been prevented from performing their teaching duties, to the extent that the pay roll date of the teachers in such school has been delayed as much as ten school days, provided such school has operated as much as five school days, shall be issued their regular monthly vouchers, in anticipation that the superintendent of the administrative unit in which such school is located will require the teacher so advanced to make up the time covered by any portion of the salary so advanced.

"Each superintendent shall in his own unit prescribe a plan, subject to the approval of the Controller, by which the time lost by the teachers in his administrative unit shall be made up, so that the final voucher will cover the completion of the school term as provided by law."

of Education their findings and recommendations as to what program should be presented to the next General Assembly for consideration as to the State policy with reference thereto, and with a view of providing for a more uniform educational opportunity throughout the State. Such special committee is authorized to visit such sections of the State as may be deemed necessary to collect all the facts with reference to the school building situation throughout the State and with reference to the ability of the counties to provide adequate and sufficient buildings therefor necessary to the health and welfare of the children attending such schools. The said committee shall consider whether or not the State shall further extend its policy of making loans for school building purposes; whether or

(Continued on page fourteen)

Counseling Institutes Are Being Held

In an effort to assist high schools with their counseling problems the Occupational Information and Guidance Service of the State Department of Public Instruction is sponsoring a series of one-day counseling institutes in 12 key centers of the State during the months of February, March and April. Topics being discussed are "Counseling in the High Schools of North Carolina," "Techniques of Counseling," and "Occupational Information and Counseling."

These conferences are being held by Ella Stephens Barrett, Acting State Supervisor of Occupational Information and Guidance, assisted by Dr. W. D. Perry, head of the Testing and Guidance Service of the Veterans Counseling Center at Chapel Hill; Dr. W. L. Willhite, Counselor at the Veterans Counseling Center at Catawba College, and Dr. Roy Anderson, Director of Student Personnel at North Carolina State College.

Institutes scheduled for Rocky Mount, Elizabeth City, Winston-Salem and Fayetteville were held during the month of February. Others will be held in March and April.

2 New District Rehabilitation Offices Are Opened

Two new district offices of the State Vocational Rehabilitation Service, which operates as a part of the Department of Public Instruction, have been recently opened, one in Wilmington and the other in Salisbury, it is announced by Charles H. Warren, State Director of Rehabilitation.

The addition of these two district offices, Mr. Warren stated, make nine such offices where we offer service to the State's physically handicapped citizens. Other rehabilitation district offices are located in the following cities: Raleigh, Charlotte, Asheville, Greenville, Greensboro, Winston-Salem and Lenoir.

The rehabilitation program, Mr. Warren stated further, involves working with the physically impaired persons of the State in an effort to rehabilitate them and to make them self-supporting. The four main objects of the program are vocational guidance, physical restoration if indicated by medical diagnosis, vocational training, and artificial appliances if needed. All services are based upon the establishment of eligibility and feasibility without any discriminations as to sex, age or race.

A. A. Chiemiago, Senior Rehabilitation Counselor, formerly with the Raleigh district office, has been put in charge of the Wilmington office. T. M. Wilson, Jr., formerly with the Charlotte office, heads the Salisbury district office as Senior Rehabilitation Counselor.

Merit Commission Adopts Tentative Outline for Report

The Commission on Merit Rating of Teachers at a meeting on February 9th adopted a tentative "Table of Contents" for the report which it is authorized to submit to the General Assembly of 1947, and set March 22, 23 and April 12, 13 to discuss this tentative outline.

At the March meeting the discussion will deal with part one of this outline which concerns "Factors Which Condition the Effectiveness of Any and All Teachers and Which the State Should Recognize." At the April meeting the Commission will take up the second part of the proposed report, or that which concerns "Teacher Rating and Salaries." Committees from the North Carolina Education Association and the North Carolina Negro Teachers Association have been asked to meet with the Commission at this session, at which time also Dr. A. S. Barr, Professor of Education of the University of Wisconsin, will give the Commission the benefit of his knowledge about merit plans for the rating of teachers.

The third part of the report, which will be concerned with "Conclusions and Recommendations," will be taken up at subsequent meetings to be announced.

The philosophy of the Commission in its approach to the problem which it has undertaken is expressed in the introduction to the tentative outline and reads as follows:

"The State should demand the best possible teachers for all the children in the public schools. This obligation of the State carries an accompanying responsibility, namely, to provide those conditions which would enable all teachers to render the most effective service of which each is capable. Salary, or the financial remuneration, is only one of several factors which would enter into and which would influence or determine the effectiveness of a teacher. The Commission feels, therefore, that it should give consideration to all those factors which would help to make all teachers good teachers, or would make possible the best service of which each is capable."

School Children Like Milk With Their Lunches

North Carolina children who attend school where lunches are served under the Child Feeding Program operated under the direction of the State Department of Public Instruction like milk with their lunches, it is learned from the report of this activity for the six months ending December 31, 1945. That report showed that 82.5 per cent of the meals served were with milk, which is 5.2 per cent above the record made for the same period a year ago.

The report shows that 910 schools were participating in the program at the end of the year. It is estimated that approximately 200,000 pupils were served daily lunches. A total of 10,688,004 lunches with milk were served dur-

Schools Enroll in Permanent School Savings Program

An official school savings charter will be issued to each school in the nation which enrolls in the permanent School Savings Program, set up by leading educators and their professional organizations, working in co-operation with the United States Treasury Department and the Office of Education. Signed by the Secretary of the Treasury and countersigned by the principal of the school, the charter will be a constant reminder of the school's enlistment in the program "to promote understanding of the personal and national reasons for continued saving and to give the opportunity to save regularly at school."

Any school which enrolls in this educational program of information and steady savings may secure its charter on request to the State Savings Bonds Office, Greensboro, N. C. The official signing and presentation of the charter before an entire school will help to dramatize the school-wide project.

During the war years nearly 50,000 schools have dramatized their all-out participation in the war savings program by displaying the blue-and-white Schools-at-War flag when they could certify that at least 90 per cent of their students were saving regularly. Such a school may secure a "distinguished service" award in the form of a "Well Done" insigne to be sewed to the flag before it is enshrined in the trophy case of wartime mementoes. Application for the free flag insigne should be made to the State Savings Bonds Office.

Board Committee Named to Study School Buildings

(Continued from page thirteen)

not grants in aid thereof should be made in order to equalize educational opportunities, and all other matters and things which may affect the State and the counties in connection with such problems. The State Board of Education, after having received the report of said committee, shall make its recommendations and findings to the Governor to be presented to the next General Assembly."

ing the six months and milk alone was served 248,616 times. Only 2,313,985 lunches without milk were served. Reimbursements for the period have been approved in the amount of \$1,064,457.54 this year to December 1, 1945, as compared with \$700,892.15 for the six months ending December 31, 1944.

According to Mrs. Anne Maley, State Supervisor of the Child Feeding Program, the encouraging of children to drink milk by the principals and teachers has been responsible for a large part of the increase in milk consumption in the schools. "The efforts of the North Carolina Dairy Association in making milk available to schools has been of great importance also," she stated.

Laws, Rulings and Opinions

Basis of Allocation to City Administrative Units

In reply to inquiry: You have sent me a letter to you from Mr. _____, Superintendent of Public Instruction of _____ County, in which Mr. _____ asks you to advise him as to the basis of per capita allotment of current expense funds to city administrative units. He states in his letter that it has been his understanding that the county budget constituted the basis of the appropriation, the county schools and the city schools receiving the same per capita appropriation as to current expense.

Mr. _____ statement is, I think, entirely correct. The statute, G.S. 115-363, provides that all countywide current expense school funds shall be apportioned to county and city administrative units monthly, and it shall be the duty of the county treasurer to remit such funds monthly as collected to each administrative unit located in said county on a per capita enrollment basis.

The illustration used by Mr. _____, I think, is apt in describing the procedure for making this allocation. His illustration is as follows:

If in a county there are 2,000 pupils enrolled in the schools of the county administrative unit and the budget as filed by the board of education and approved by the board of commissioners provides for an appropriation for current expense of \$20,000, this would be \$10 per capita. This \$10 per capita must be paid to the city administrative unit for each student enrolled in such administrative unit and the county would, therefore, have to levy taxes necessary to provide for these payments, less the estimated receipts from fines, forfeitures, penalties, poll and dog taxes and funds for vocational subjects which are included in the current expense.

I think that Mr. _____ has correctly summarized the law on this subject in his letter, which I am returning. This conclusion is reached by the Supreme Court of this State in the case of *School Trustees v. Benner* 222 N. C. 566. In the opinion in this case by Mr. _____, Sec. 178 of Ch. 136 of the Public Laws of 1923 is quoted, which provides:

"The county board of education shall allow for current expense, except as otherwise provided herein, the same per capita amount per pupil enrolled for the previous school year to the special charter districts that is allowed to all other schools of the county. . . ."

In connection with this the Court says:

" . . . However, the principle upon which countywide taxes were apportioned under the earlier law is fundamentally just and is preserved in the current School Machinery Act, which,

after successive amendments . . . reads as follows:

"All countywide current expense school funds shall be apportioned to county and city administrative units monthly and it shall be the duty of the county treasurer to remit such funds monthly as collected to each administrative unit in said county on a per capita enrollment basis. . . ."—Attorney General, October 9, 1945.

Workmen's Compensation Act; State's Liability for Compensation; Vocational Agriculture; Home Economics; Trades and Industrial Employees of Schools.

In reply to inquiry: I have your letter of November 8, in which you call my attention to the provision found in G.S. 115-370 of the State School Law as follows:

" . . . and such local units shall likewise be liable for workmen's compensation of school employees employed in connection with teaching vocational agriculture, home economics, trades and industrial vocational subjects, supported in part by State and Federal funds, which liability shall cover the entire period of service of such employees."

And you also call my attention to the fact the General Assembly of 1945 enacted H.B. 557, Sec. 11, effective on and after ratification, which provides as follows:

"The State shall also be liable for workmen's compensation for all school employees employed in connection with the teaching of vocational agriculture, home economics, trade and industries, and other vocational subjects supported in part by State and Federal funds, which liability shall cover the entire period of service of such employees"

You state that the original words as set forth in the first quoted paragraph were not specifically repealed, but the bill did not have a repealing clause, and that the Industrial Commission desires to be advised whether or not the 1945 Act repeals the quoted provision appearing in the law prior to that time.

It is my opinion that the 1945 provision above quoted repealed the prior provision above quoted, as the two are entirely inconsistent, and the 1945 Act repealed all laws and parts of laws in conflict therewith, so that there is both an implied and a specific repeal of the provision theretofore existing as to this subject.—Attorney General, November 9, 1945.

Attendance Law; Effective Date; Ch. 826, Session Laws, 1945

In reply to inquiry: I acknowledge receipt of your letter enclosing a letter from Superintendent _____, of the _____ County Schools, inquiring as to the effective date of certain of the provisions of Ch. 826 of the Session Laws of 1945, which provide that the provisions of the act shall not apply for the duration of the war and six months thereafter.

I construe the words, "shall not apply for the duration of the war and six months thereafter," as applied to Ch. 826, to mean that the provisions of the act shall not be in force until six months after the signing of the peace treaty or six months after the proclamation of the President to the effect that the state of war has terminated, or upon the adoption by Congress of a resolution declaring the war to have terminated. And, of course, as of this date neither of these conditions have taken place.—Attorney General, November 6, 1945.

Attendance Law; Venue Or Place of Trial

In reply to inquiry: In a letter from _____, Superintendent of Public Welfare of _____ County, it is stated that a child of a parent living in another county has been assigned to a school in _____ County. The child has been reported as being continuously absent from school and the Superintendent of Public Welfare of _____ County has been asked to prosecute under the school attendance law.

We have been asked to advise if the Superintendent of Public Welfare of _____ County has the responsibility of prosecuting the parent in a criminal action for failure to comply with the compulsory attendance law under these circumstances.

In our opinion, the order transferring or assigning the child to a school in another county, that is in a county other than the county where the parent lives, does not effect the usual procedure in such cases. It is our thought that if the parent is criminally responsible for failing to comply with the compulsory attendance law that such failure occurred in the county where the parent lives and not in the county where the child attends school. If the parent is prosecuted, the indictment should be obtained and the trial had in the county where the parent lives, and the school authorities in _____ County should furnish the prosecuting officer with the necessary evidence as to the reports of unlawful absence, which reports constitute prima facie evidence

(Continued on page sixteen)

FROM THE PAST

5 Years Ago

(Public School Bulletin, March, 1941)

A conference of the Jeanes teachers at Shaw University, Raleigh, on March 7 and 8 has been announced.

Loans for the construction of school buildings in the following three counties were approved from the Literary Fund by the State Board of Education in February: Walnut Cove, Stokes County, \$25,000; Etowah, Mills River and Fletcher, Henderson County, \$1,200; and Bethel, Pitt County, \$10,000.

Over six thousand out-of-school farm boys between the ages of 17 and 24, inclusive, are now enrolled in defense training classes.

"Democracy in the Schools" was the theme of the fourth meeting of Buncombe County teachers and principals which was recently held at Biltmore School.

15 Years Ago

(State School Facts, March, 1931)

Transportation of school children at public expense began in this State during the year 1912-13. All early transportation, however, was done by horse-drawn vehicles. In 1917 the first motor truck for carrying pupils to school was purchased by Pamlico County. From this small beginning this phase of educational development has grown until at present, 1929-30, more than 4,000 vehicles, mostly motor, are used for school transportation purposes.

20 Years Ago

(State School Facts, March 1, 1926)

In 1904-05 all school property was valued at \$3,182,918. Twenty years later, 1924-25, all school property was valued at \$70,705,835, an average increase of over three million dollars each year.

Wilkes County had the largest number of schoolhouses, 125, during both 1923-24 and 1924-25 for the white children. These schoolhouses had an average value of \$2,556 and a per capita value of \$36 in 1924-25.

Washington County had the largest per capita investment, \$257.98. . . the lowest per capita value, \$20.96, was in Cherokee County. . . There were 33 counties having a per capita investment of more than \$100 in 1924-25.

Four counties, Buncombe, Guilford, Robeson and Rockingham, each had over a million dollars invested in rural school property in 1924-25.

American Council On Education Meets

The American Council on Education has announced that its 29th annual meeting will be held at the Hotel Stevens in Chicago on May 3 and 4, 1946. The general sessions will be preceded on May 2 by a conference at the Hotel Stevens of the delegates to the Council from its constituent member organization.

Many Schools Closed During January

Because of the bad weather during January many rural schools of the State, especially in those counties where there was much sleet and ice, were closed. Buses hauling the children to and from schools could not operate. These schools have all been reopened now, and are operating on the normal schedule.

Plan for Training Veterans in Agriculture Approved by the State Board of Education

A plan whereby veterans of World War II may receive institutional and on-the-job training in agriculture as provided in accordance with the G. I. Bill was approved by the State Board of Education at the February 7th meeting of the Board. The plan was prepared and submitted to the Board by the Veterans Administration and the Division of Vocational Education of the Department of Public Instruction.

Under the proposed plan: when it gets under way, a State advisory committee composed of representatives from Vocational Agriculture, Soil Conservation, Extension Service, the Farm Security Administration, the Production and Marketing Administration, the State Department of Agriculture, the State Grange, and the Farm Bureau, will serve as a co-ordinating committee in an effort to provide adequate facilities for the proposed veterans farmer training program. The State Superintendent of Public Instruction will serve as the executive officer and the State Director of Vocational Education will have immediate direction of the program through a State supervisor of veterans farmer training program.

The general objectives of the program will be (1) to train veterans to go into the business of farming, and (2) to improve the vocational efficiency of the veteran and to further develop a consciousness of his responsibility as a citizen in a community. The plan provides that farmers or individuals other than veterans of World War II may take this course of training provided they pay the same tuition fee as is charged for the veteran attending the same course, which is \$27.50 per month.

Laws, Rulings and Opinions

(Continued from page fifteen)

of the violation of the compulsory attendance article, as will be seen from Sec. 115-306.

I think that the prosecuting officer in the county where the parent lives should be furnished with a proper copy of the order placing the child in the _____ County school. Your attention is called to the fact that under the case of *State v. Lewis*, 194 N. C. 620, that such an indictment must also allege that such child has not attended private schools for the required period since under the compulsory attendance law

FROM THE PRESS

Raleigh. H. A. Helms, principal of Broughton High School, advocated that principals in North Carolina schools be employed on a 12-month basis in a talk at a meeting last night (Jan. 23) of the United School Principals' Unit of Raleigh and Wake County.

Alamance. A new teachers workshop bulletin, "Knowing and Using Literature," is now ready for distribution to teachers in Alamance County participating in the program, according to Dr. Theo Dalton, county supervisor of instruction.

Durham. Durham city schools have donated a total of \$1,634 to the March of Dimes infantile paralysis drive, it was revealed recently by E. S. Swindell, Jr., chairman of the campaign.

Asheville. Mrs. Grace W. Griffith, administrative supervisor of Buncombe County nursery schools, has announced that three nursery schools and one extended care school for slightly older children will be discontinued February 16.

Goldsboro. Four meetings have been scheduled in the Goldsboro city schools to discuss a proposed \$300,000 bond issue for improvements to the city schools.

Rowan. A food-handlers workshop for Rowan County schools will be conducted during February, it was announced today (Feb. 1) by Charles C. Erwin, superintendent of education.

Cleveland. Libraries and their functions were discussed at a professional meeting of the teachers in the Grover School this week.

Buncombe. Otis N. Clark, teacher of agriculture at Candler High School, is requesting residents of the Candler area to inform him or any official of the canneries of their immediate and future needs for cans so that orders may be placed.

Alamance. Dr. Arnold Perry of the North Carolina Department of Public Instruction, and Dr. Roy Morrison, faculty member of the University of North Carolina, headed a delegation of Southern States Work Conference representatives who conducted an all-day observation of teaching methods and classroom work in the Graham school yesterday.

Burlington. A total deficit amounting to \$2,713.68 has accumulated in the nine cafeterias operating in both white and colored schools throughout the city system since the Child-Feeding Program was established at the beginning of this school year, according to Dr. L. E. Spikes.

the parent may send his child to the public schools or provide schools with curricula approved by the county superintendent of public instruction or the State Board of Education.—Attorney General, November 8, 1945.



NEA Compiles Facts on Schools' Part in the War Effort

■ The National Education Association has compiled a list of facts as to what the schools and colleges of the United States contributed to the nation's war effort. According to the NEA, among other things, the schools:

1. Laid the foundations upon which a citizens' army was quickly built. In World War I only 20 per cent of the members of the armed forces had more than an eighth-grade education; in World War II, almost 70 per cent had more than an eighth-grade education.

2. Gave at least 70,000 teachers to the armed services. The educational and visual instruction programs of the military forces were largely manned by former teachers.

3. Provided facilities and personnel for training officers and specialists. The Army's college training programs graduated 64,332 men between April, 1943, and December, 1945. The Navy's officer candidate, medical, electronic, and women's reserve training programs graduated 133,963 persons.

4. Carried through a training program designed to increase industrial production and the supply of food. Pre-employment courses were given to 2,667,000; supplementary vocational courses to 4,800,000; and agricultural training to 4,188,000 students.

5. Registered millions of men for the Selective Service. In most communities school buildings were used and thousands of teachers voluntarily gave time as registration clerks.

6. Registered citizens and distributed 415,000,000 ration books. Many teachers served on the rationing boards—in August 1945 of the 126,000 board members, nearly 7,600 were educators.

7. Participated in the drives to collect waste paper and metal. Out of 25,000,000 tons of paper collected, it is estimated by authorities that the schools collected at least 2,500,000 tons.

8. Sold two billion dollars worth of war bonds and stamps. In 1945 more than 25,000,000 pupils were participating in school savings plans as compared to 2,500,000 in 1941.

9. Provided headquarters for civilian defense activities. Partial reports from city school systems indicate that one in ten teachers participated in such activities.

10. Assisted the Junior Red Cross produce over 35,000,000 comfort and recreational articles for the armed forces. In addition, medical chests, dried milk, and educational gift boxes were sent to children in the war zones.

11. Gave thousands of hours to war-supporting agencies. Among these were the United Service Organizations, American Red Cross, war relief drives

for our Allies, book drives of the American Library Association, and nursery schools and child-care programs.

U. S. Army Offers Further Educational Opportunities To High School Graduates

Boys completing high school this spring will be given an opportunity to extend their education to college, trade or business education by voluntary enlistment in the Regular Army prior to October 6, 1946, it was recently announced by the Army Recruiting Service.

The plan featuring the educational opportunities in connection with enlistment in the Army was provided by recent acts of Congress extending the educational benefits of the G. I. Bill of Rights to such enlistments. It is the plan of the Recruiting Service to provide counseling service to boys who complete high school this year with a view of advising them of these educational opportunities. Superintendents and principals are being asked to co-operate in arranging meetings where these boys, their teachers and parents may discuss the question.

This voluntary plan of peacetime Army recruitment has the general endorsement of educators throughout the Nation. State Superintendent Clyde A. Erwin has approved the plan for North Carolina. "In view of the great percentage of boys who, for the lack of financial assistance and for other reasons, do not attend college," he said, "I believe that this voluntary plan of enlistment in the Army offers an opportunity for a number of boys to extend their education. The advantages of the Army's educational program should be beneficial not only to the individual, but to the State and Nation, and to the Army itself. I hope that our North Carolina superintendents and principals will co-operate wholeheartedly with the Army representatives in this undertaking."

Data Showing Attendance Trends Requested by Reid

In a recent letter to the superintendents of approximately 40 of the State's 168 administrative units, Pearl A. Reid, Controller of the State Board of Education, requested information as to school enrollment and attendance for the first five months of the school year 1945-46.

"Accurate information indicating the attendance trend," Mr. Reid stated, "will be of much help to us just now and, in time, we can give administrative units information which might indicate whether teacher allotments will be made on a liberal or conservative basis." The information requested, Mr. Reid stated, is for a sampling of attendance only and will not in any manner be connected with the allotment of teachers.

Poster Series on Citizenship Offered to Schools And Libraries

To strengthen the ties of understanding and good will among Americans of all faiths and culture, *Scholastic Magazines* are distributing a series of posters, "Speaking for America" to 27,000 schools and libraries.

Each of the twelve posters bears a photograph and quotation on the subject of tolerance and justice by a popular American. Some of the persons who bring messages on American citizenship are; President Truman, General Eisenhower, General McArthur, Bob Hope and Spencer Tracy.

Additional sets of the posters may be obtained from *Scholastic Magazines*, 220 East 42nd Street, New York 17, for 10 cents, for the cost of handling.

INTERESTING ARTICLES IN THIS ISSUE

| | |
|---|------|
| Where Does the School Money Come From?..... | 6 |
| What High School Youth Study | 8, 9 |
| Retardation Costs State Too Much, Mayo Says..... | 10 |
| United Forces Discuss Vital Issues..... | 11 |
| Discharged Servicemen; Right to Claim Positions As Teachers and Principals..... | 15 |

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CHIEF, READING ROOM

STATE OF NORTH CAROLINA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

April 15, 1946.

To Superintendents, Principals and Teachers:

Our investment in property for public elementary and secondary school use now amounts to nearly one hundred and thirty million dollars. Although this sum is not as great as our needs indicate it should be, still it shows a large expenditure from our public taxes. This property stands throughout the State as evidence of the willingness of a people to tax themselves in order that their children and their children's children might have the advantages of a public education. Our people voted a tax upon their property for erecting and equipping better schoolhouses for our boys and girls.

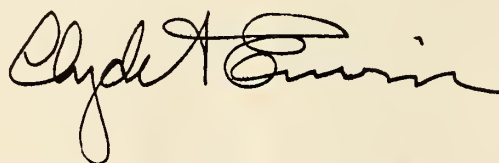
This being true, it seems to me that a responsibility rests upon those of us who use or in any way have charge of this property—superintendents, principals, teachers, pupils, janitors and others—to take the best care possible of it. Recently, I have read a number of grand jury reports in which attention was called to many needed repairs in the school buildings. This leads me to suggest that superintendents include in budgets soon to be prepared a sufficient sum of money for these needed repairs and improvements, and arrange for making these repairs as soon as possible.

As to the principals' and teachers' part in the care of school property, I believe we can keep this question before the pupils as a point of good citizenship. Public school property is provided in the final analysis for the benefit of public school children. It should be a part of their instruction in good citizenship to take care of this property.

The janitor, too, should render an important service in the preservation and upkeep of the school building and equipment. His work is an essential part of a well-operated school, and he should have the full co-operation of both students and teachers.

I hope that you will give some attention to the many phases of good housekeeping to the end that all public school property will be cared for and that needed repairs will be made at once.

Very truly yours,



State Superintendent of Public Instruction.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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Editorial Comment

RECRUITING TEACHERS

The shortage of well-trained teachers is being felt throughout the nation. And in view of the fact that fewer college students are choosing teaching as a life profession in which they secure training, the situation is becoming more acute. Employing boards find it difficult to get college graduates, trained for teachers, to replace persons temporarily employed during the war when a number of teachers left the profession to enter various war or war connected services which paid more money.

In a number of states efforts are being made to relieve this situation by helping those who will agree to teach in securing a college education. In some states campaigns have been initiated to interest high school graduates in the teaching profession as a life work. Kentucky has done more, perhaps, than any other state along this line. North Carolina's State Superintendent Clyde A. Erwin devoted his letter for the March number of this BULLETIN to this subject.

A number of other states have established scholarships for prospective teachers. The 1945 Legislature of Florida provided for 500 scholarships of \$400 each in addition to 200 scholarships of \$200 each which were already available. There was also appropriated the sum of \$200,000 to be used for summer school scholarships for teachers in service.

Connecticut also has provided 100 scholarships of \$300 each to the four teacher colleges of the state. And in Colorado the State College of Education at Greeley recently announced that it would offer four-year full tuition scholarships to those who were interested in and qualified for teaching as a career.

On the other hand, a number of states and institutions have rejected the idea of scholarships as a means of recruiting teachers. Since conditions vary among the several states, this is no more than would be expected. In North Carolina no consideration has yet been given to the question; but if and when the General Assembly does consider the matter, it should be decided upon the basis of what is best for North Carolina. Certainly, there can be no argument against the subsidization of a teacher's education, since the State pays her when she goes on the job and the scholarship can simply be counted as a part of that payment, which is insufficient, if it is used as a means of selecting the teacher. Of course, if the scholarship is awarded to all who make application there would be grave implications which might bode no final good results to the public schools. Then, when selec-

tion begins, the question always arises as who or what committee will do the selecting and by what criteria will the selection be made. Personally, we believe that if the State desires to take a greater part in the selection of its teachers, that the scholarship way offers a splendid opportunity, provided it is properly safeguarded in its administration. If selection of teachers is to be stimulated by the award of scholarships, then there should be evolved a scientific and unbiased means by which selections shall be made.

WHAT HIGH SCHOOL STUDENTS STUDY

High school students in this State study a variety of subjects, depending of course on what is offered in the school. The *State School Facts* section appearing on pages 8 and 9 of this publication presents the records covering this topic.

It is generally known that there are certain subjects which are required by all high school boys and girls. There are other subjects where the student is allowed some choice. This freedom of choice, however, is more prevalent in the larger high schools, where a broader curriculum is and can be offered. In the smaller schools, although there may be what are called "required" and "elective" courses, the limitations on the number of different courses offered results in practically required courses for all students. To a lesser extent, this is also true of students in the larger schools when it is desired whether they shall pursue a college preparatory, business, or vocational course of study. The freedom of choice, in the main, is in the curricula offered, rather than a particular subject.

In order for high schools to offer more than one curriculum there must be a sufficient number of students to warrant the employment of additional teachers for the curriculum offered. In other words, so long as we have a large number of schools which offer an identical curriculum, then all students enrolled in those schools must take the subjects making up that curriculum in order to graduate.

It seems to us, therefore, that there are two ways by which this present situation may be changed in order that our boys and girls will have a greater choice in what they study: (1) The various schools within a specified area should offer curricula which are unlike, with the choice left to students as to which school they will attend. (2) A larger school must be set up by the consolidation of existing schools, where the offerings can be enlarged and thus

give boys and girls a greater choice in what they will study.

We believe some thought should be given to this question at the same time that building conditions are being surveyed. In other words, let's think of the building, its site, use, etc., in terms of children's needs and in the light of broadening their opportunities for a higher level of living with "what they study" having a more direct bearing on this living.

WHAT HIGH SCHOOL STUDENTS THINK

Too many students are being taught "word-calling," with perhaps some word recognition or even paragraph comprehension. How many students, however, receive instruction beyond the mechanical aspect of reading? In order to be able to think the child should be taught to understand what he reads, to enjoy it, to analyze its meaning, to evaluate it, and to form some judgment about it. And if the occasion demands follow this up with action.

The function of the school does not stop with the act of imparting knowledge to the students. That is merely the beginning of the thinking process. It is the teacher's job to promote an attitude of questioning in students—the habit of suspended judgment until an examination has been made. It is her job also to help the student in making the analysis of the question before any action is taken. And of course it is her duty to guide him into some form of correct action. This will round out or complete the thinking process—it will help the student decide what to think.

MORE MEN TEACHERS NEEDED

A recent survey brings to light a need which has been felt in the schools for a number of years, but it is a need which will be met only when it is possible for the schools to make teaching positions more attractive financially to men.

The only men in teaching positions are those who love the work so much that they are willing to make a sacrifice themselves in the matter of remuneration.

We are a short-sighted people. We pay well for every service rendered our children, except that of training their minds. When it comes to that, we expect to have it done by men and women who are making a real sacrifice, or by those who are not qualified to do the job.—*Stanly News-Herald*.

Law Provides Procedure For Teacher Employment

1. *New teachers must make application.* "Any teacher or principal desiring election as teacher or principal in a particular administrative unit who was not employed by said unit during a current year shall file his or her application in writing, with the county or city superintendent of schools."

2. *Written contracts must be signed.* "It shall be the duty of the county board of education in a county administrative unit, and of the governing body of a city administrative unit, to cause written contracts on forms to be furnished by the State to be executed by all teachers and principals elected. . . ."

3. *Re-elected teachers don't have to sign new contracts.* "Such contract shall continue from year to year until such teacher is notified. . . ." by registered letter, of his or her rejection prior to the close of the school term.

4. *Teacher must give notice of acceptance.* However, wherever the teacher or principal is notified of his or her re-election for the ensuing term, "such teacher or principal shall give notice to the superintendent of schools of the administrative unit in which said teacher or principal is employed *within ten days after notice of re-election*, of his or her acceptance of employment for the following year."

5. *Teacher may resign.* "Principals and teachers desiring to resign must give not less than thirty days' notice prior to opening of school in which the teacher or principal is employed to the official head of the administrative unit in writing."

■ The employment of teachers for the public schools is governed by procedures specified in the law, and such procedures are subject to change every two years when the General Assembly meets. At the present time, however, the law as amended in 1945 provides the following procedures:

School Board Association To Meet April 25

The North Carolina State School Board Association will hold its annual meeting in Chapel Hill on Thursday, April 25th, beginning at 10:30 o'clock and closing at 4:30 o'clock. It is announced by Guy B. Phillips, Executive Secretary. "This is the first State meeting we have held since the return of transportation facilities for conventions of this sort," Mr. Phillips stated.

Principal speaker for the occasion will be President Henry H. Hill of Peabody College, recently elected President of the American Association of School Administrators. In the opinion of Mr. Phillips, "it will be a real opportunity for our school administrators and board members to hear President Hill, and to get back into the real swing of school board activities."

Mr. Phillips also announced that Dr. D. J. Rose, Goldsboro, President of the Association, recently attended a meeting of the National Council of School Boards Association in Chicago. He will be president at the State meeting.

Home Study Handbook Now Available

The "1946 Home Study Blue Book" is a Handbook of vocational information regarding approved correspondence courses covering the field of the various trades, vocations and semi-professions. It is a valuable thirty-two page booklet with cover prepared for vocational guidance instructors, veteran advisory officers, etc. It will be sent free upon request to the National Home Study Council, 839 17th Street, N. W., Washington 6, D. C.

Sixth Grade Children Produce Marionette Show

The sixth grade children of the B. F. Grady School, Duplin County, recently produced a marionette show to their own and the delight of other children in the school.

In the production of this show, according to Mrs. Harold D. Kornegay, teacher, everything was made and the performance was carried out by the children themselves. The idea grew out of a professional marionette show which had visited the school. The children of this grade went to work by securing information on how to make marionettes, stringing, staging, lighting and working the little figures.

School Lunch Bill Now In Conference

H.R. 3370, school lunch bill, passed the House February 21, 1946. Title I of the bill calls for \$50,000,000 annually for food supply, to be administered by the Secretary of Agriculture. Title II, which was turned down by the House, authorized \$15,000,000 per year for the administration and development of the program through the U. S. Office of Education. When the bill reaches the Senate, that body authorized an annual appropriation of \$100,000,000 for food supply and retained Title II.

The legislation is now in conference. Senate conferees are Senators Russell (Ga.), Ellender (La.), Bankhead (Ala.), Capper (Kan.), Aiken (Vt.); House conferees are Flannagan (Va.), Cooley (N. C.), Zimmerman (Mo.), Pace (Ga.), Hope (Kan.), Kinzer (Pa.), Andresen (Minn.).

State Museum Prepares Bulletins for School Libraries

The State Museum has as one of its objectives the preparation of scientific writings on North Carolina animals for use in the public schools, it is stated by Harry Davis, Director.

In 1942, Mr. Davis stated, a volume on *Birds of North Carolina* was brought out to sell at cost. Most of these books have already been taken, except for a few reserved for school and public libraries.

A few years ago a small pamphlet on the poisonous snakes of the State was issued and distributed at 10 cents a copy. This was followed by a listing of amphibian and other reptiles, prepared by Dr. C. S. Brimley, veteran naturalist of the Entomology Division of the State Department of Agriculture and published by the Carolina Biological Supply Co., Elon College. The Museum purchased 500 copies of this pamphlet, which were given to the schools and public libraries. A few remaining copies are available at 50 cents for the complete bound copy.

Just recently Dr. Brimley prepared a similar listing of the 86 North Carolina mammals (shrews, bats, seals, weasels, skunks, foxes, squirrels, mice, rats, rabbits, whales, porpoises, etc.). The Museum has a supply of these bulletins and will send free copies to any school or public library in North Carolina, Mr. Davis said.

State Winners of Art Contest Announced

State winners in the Harry Doehla Art Competition which closed December 10, 1945, were recently announced, as follows:

First prize, a \$100 war bond, Eleanor Griswald, Durham High School.

Second prize, a \$50 war bond, Camille Turner, Broughton High School, Raleigh.

Third prize, a \$25 war bond, Bonnell Dennie, Dunbar High School, Mooresville.

These prizes were awarded for the best greeting card designs. The winners automatically enter the final judging for the national prizes, which include:

1. A four-year scholarship to a well-known art school, with a total value of \$1,000-\$1,400.

2. A two-year scholarship to a well-known art school, with a value of \$700 overall for the two years.

3. A one-year scholarship to a well-known art school, with an overall value of \$350.

The following North Carolina students received honorable mention in the State contest: Helen Ramsey and Alice Stirewalt of Central High School, Charlotte; Carrie Chambelain, Greensboro High School; and Louise Verzaal, New Hanover High School, Wilmington.

Davie County Issues Reports On Language Arts Workshop

Reports on the Language Arts Workshop held last fall by the teachers and principals of Davie County indicate the success of that type of teacher conference, which is now rapidly taking the place of the lecture-listening conference as a type of in-service teacher-training program.

According to Curtis Price, Superintendent, who wrote the foreword to the compilation of workshop reports for the Davie County Schools, "None of us would say that we have done a complete job in Language Arts in Davie County but that we have shown the ability and willingness to work together on a common problem, that we have a vital interest in Language Arts, that we have a basis for doing a better job in the classrooms of the County schools, and that reports coming from the various committees will stimulate each of us to more planning."

Bills to Exempt Teachers' Retirement Allowances From Federal Taxation Are Introduced

The Research Division of the National Education Association has called attention to several bills introduced into Congress during the past year to exempt from Federal income taxation a part of the retirement allowances received by certain persons, usually public employees. H. R. 456 (Keogh bill) would exempt from gross income the first \$1,440 received each year as a pension or annuity under any pension or retirement plan, private or annuity under any person or retirement plan, private or public. H. R. 2330 (Weiss bill) provides for the exemption from Federal income taxation the first \$2,000 of pension or annuity received in any year under a local, State, Federal pension or retirement system, or from a plan operated by any non-profit tax-free corporation. H. R. 577 (Rees bill) applies only to Federal employees, and although passed by the House it has never been acted upon by the Senate. It too has a \$1,440 limit.

On December 20, 1945, Mr. Plumley (Republican from Vermont) introduced H. R. 5084 to exempt the first \$1,440 of annuities received by teachers by reason of service in public schools, in State universities, State colleges, or State normal schools. This bill is in the Committee on Ways and Means.

It is unlikely that action will be taken on the Plumley bill, or on any other individual bill named above, until the Committee on Ways and Means begins its consideration of the new tax bill. At that time, it is quite probable that the question of exemption of part of the retirement allowances of public employees will receive some attention, since there is considerable pressure from various groups.

Outdoor Life Magazine Offers Cash Awards for Conservation Pledge

■ To arouse all Americans to the realization and fulfillment of their duty in saving and using wisely this country's vanishing natural resources—its soil, forests, waters, minerals, and wildlife—*Outdoor Life* magazine is offering \$5,000 in cash awards for a Conservation Pledge, similar to the Pledge of Allegiance to the Flag, which may be adopted by schools and all civic and patriotic groups, both youth and adult. Announcement of this competition is made in the magazine's February issue. First prize is \$3,000.

"Leading conservationists warn that unless we take definite, practical measures to conserve our natural resources, we're in danger of becoming a nation in need," said Raymond J. Brown, editor. "Every citizen should be made aware of this exigency and urged to do his part toward safeguarding our country's God-given treasures. Such is the aim of this competition — and the biggest prize isn't money, it's national security!"

The competition is open to everybody except employees of the publishers of *Outdoor Life* and their families. Pledges must not exceed 30 words. Each pledge must be accompanied by an essay of 1,000 words or less on, "Why America's Natural Resources Must Be Conserved." Entries must reach the magazine's offices, 353 Fourth Ave., New York 10, N. Y., not later than July 31. Second prize is \$1,000; third, \$500; fourth, \$100; with eight prizes of \$50 each. For further information write to Raymond J. Brown, Editor *Outdoor Life*, 353 Fourth Ave., New York 10, N. Y.

Board Acts to Improve Transportation Situation

At its March 7th meeting the State Board of Education passed two motions looking toward the improvement of the school transportation system, which has reached a low point on account of bad weather conditions and age of equipment in the need of repair parts and replacements.

In order to relieve the situation the Board first "authorized the transfer of \$95,000 from the Reserve for Twelfth Grade Adjustments for 1946-47 to item No. 661-4—parts, batteries, tires, tubes, and insurance." This additional authority for an expenditure of funds for transportation purposes will permit much needed repairs which could not be made as the budgeted amount for these purposes had been used.

The second action of the Board affecting transportation was the authorization for the immediate purchase of 800 school bus bodies with the option to purchase a maximum of 700 additional bodies at the same price. According to C. C. Brown, Director of the Transportation Division for the State Board of Education, "It will be probably four or five months before new buses in any appreciable number may be expected."

Andrews Becomes Director of Raleigh Parks and Recreation

Ralph J. Andrews, who recently returned to the State Department of Public Instruction as consultant in health and physical education from the armed services, resigned, effective March 6, to accept employment as director of parks and recreation in Raleigh. Mr. Andrews replaced Mrs. Dorothy Holderfield, who was holding the position on a temporary basis.

Mr. Andrews stated that prospects for a well-rounded recreation program in Raleigh are very good. "At present," he said, "emphasis is being placed on work with children and youths, but there is need for an adult program also which we hope to develop soon."

UNY Campaigns for Informed Student Opinion

The campaign for "an alert, informed student opinion" to help build a successful United Nations has been intensified to include high school students throughout the country, according to a new leaflet issued recently by *United Nations Youth*.

Stating that they believe "the unified voice of young men and women of all the United Nations can be a potent force for . . . world peace and security," the group, a non-political, self-governing organization affiliated with the American Association for the United Nations, offers membership to students of today and warns potential members that "your life is at stake." They cite informed youth as "the weapon that can stop the atomic bomb."

United Nations Youth, first organized some months ago in New York City, with Stephen M. Schwebel, 17-year-old James Madison high school senior as president, urges in this first red, white and blue promotional piece that youth realize that theirs is the "greatest stake" and lists their activities ranging from public meetings to publication of a bulletin, incorporated with the Association's monthly magazine, *Changing World*.

The brochure carries messages from Secretary of Commerce Henry A. Wallace, former Governor Harold E. Stassen of Minnesota, and Dr. Harold E. Urey, Nobel Prize winner and noted atomic expert.

For information on how to establish a UNY chapter write the American Association for the United Nations, 45 E. 65th St., New York 21, New York.

Where Does the School Money Come From?

A table recently prepared by the National Education Association indicates the source (local, State, Federal) of the revenues used for operating the public school in 45 states for the most recent year. Unless otherwise indicated the per cents are for the year 1944-45. North Carolina, it will be noted, received 63 per cent of its school revenue for 1943-44 from State sources, 33 per cent from local sources and 4 per cent from the Federal government. This state ranks 4th among these states, being exceeded by Delaware, Washington and New Mexico, in the per cent of school revenues obtained from State funds. The table follows:

| STATE | Percent of School Revenue from: | | |
|--------------------------------------|---------------------------------|-------|---------|
| | Local | State | Federal |
| Alabama (1945-46 estimated)..... | 27.7 | 68.9 | 3.4 |
| Arkansas..... | 44.3 | 51.9 | 3.8 |
| Colorado (1944-45 estimated)..... | 87.0 | 12.0 | 1.0 |
| Connecticut..... | 93.3 | 5.9 | 0.8 |
| Delaware..... | 12.6 | 83.8 | 3.6 |
| Florida..... | 54.5 | 44.1 | 1.4 |
| Georgia..... | 34.3 | 55.5 | 10.2 |
| Idaho (1943-44)..... | 80.9 | 18.1 | 1.0 |
| Illinois (1943-44)*..... | 88.7 | 10.2 | 1.1 |
| Indiana..... | 64.1 | 35.2 | 0.7 |
| Kansas (estimated)..... | 82.0 | 17.0 | 1.0 |
| Kentucky*..... | 59.1 | 39.5 | 1.4 |
| Louisiana..... | 35.9 | 58.8 | 5.3 |
| Maine..... | 77.6 | 21.5 | 0.9 |
| Maryland..... | 70.1 | 28.9 | 1.0 |
| Massachusetts..... | 91.3 | 8.7 | 1 |
| Michigan (1943-44)..... | 50.9 | 48.4 | 0.7 |
| Minnesota..... | 64.9 | 34.3 | 0.8 |
| Mississippi..... | 50.8 | 46.9 | 2.3 |
| Missouri..... | 65.0 | 34.1 | 0.9 |
| Montana (1943-44)*..... | 75.4 | 23.0 | 1.6 |
| Nebraska..... | 95.3 | 3.9 | 0.8 |
| Nevada..... | 79.0 | 16.0 | 5.0 |
| New Hampshire (1943-44)*..... | 87.7 | 10.92 | 1.4 |
| New Jersey (1943-44)*..... | 80.4 | 19.1 | 0.5 |
| New Mexico..... | 29.9 | 69.7 | 0.4 |
| New York (1943-44)*..... | 67.9 | 31.8 | 0.3 |
| North Carolina (1943-1944)..... | 33.0 | 63.0 | 4.0 |
| North Dakota..... | 79.3 | 19.7 | 1.0 |
| Ohio (1945-46, estimated)*..... | 56.1 | 43.6 | 0.3 |
| Oklahoma. (1943-44)..... | 52.8 | 44.7 | 2.5 |
| Oregon (estimated)..... | 66.2 | 28.1 | 5.7 |
| Pennsylvania (1943-44)*..... | 67.1 | 32.3 | 0.6 |
| Rhode Island..... | 94.0 | 5.3 | 0.7 |
| South Carolina..... | 26.6 | 62.0 | 11.4 |
| South Dakota..... | 89.1 | 9.8 | 1.1 |
| Tennessee (1943-44)..... | 63.4 | 34.9 | 1.7 |
| Utah..... | 52.2 | 41.2 | 6.6 |
| Vermont (estimated)..... | 78.9 | 19.6 | 1.4 |
| Virginia..... | 63.8 | 35.0 | 1.2 |
| Washington (1945-46, estimated)..... | 25.8 | 71.4 | 2.8 |
| West Virginia..... | 44.4 | 54.9 | 0.7 |
| Wisconsin*..... | 84.6 | 15.0 | 0.4 |
| Wyoming..... | 65.9 | 31.9 | 2.2 |

* Information from *School Finance Systems*.

¹ Does not include Federal aid for vocational education which is not defined as public schools.

² 5.9 per cent of this total is miscellaneous local and state revenues.

McDonald Heads National Atomic Committee

Dr. Ralph MacDonald, legislative consultant for the National Education Association, has been appointed Chairman of the National Commission on Atomic Information, a body which will spread information on the use of the atomic energy for peace time purposes and will act as an advisory body to the newly formed Senate committee on Atomic Energy.

National Boys and Girls Week To Be Observed April 27 to May 4

NATIONAL BOYS' AND GIRLS' WEEK will be observed in nearly every community in the United States from April 27 to May 4, 1946. The celebration will mark the 26th annual observance of this important youth event.

With the theme, "Building for To-

morrow with the Youth of Today," the program is designed to focus the attention of the public on the problems, interests, and recreations of youth, and on the part played by the home, church, school, and youth-serving organizations in the development of character and good citizenship in growing boys and girls.

The activities planned for the observance emphasize important factors in the growth of youth, including citizenship training, education, recreation, occupational guidance, home life, religious education, health and safety, tolerance and understanding among nations and peoples, and membership in boys' and girls' organizations.

Daily programs suggested for the week include:

Parade Day—Saturday, April 27.

Day in Church—Sunday, April 28.

Day in Schools—Monday, April 29.

Occupations Day—Tuesday, April 30.

Child Health Day — Wednesday,

May 1.

United Nations Day — Thursday,

May 2.

Day at Home—Friday, May 3.

Day of Recreation — Saturday,

May 4.

Information about Boys' and Girls' Week, and helpful suggestions for carrying out the program of the week, including a poster and a Manual of Suggestions, may be obtained free of charge from the National Boys' and Girls' Week Committee, 35 E. Wacker Drive, Chicago 1, Illinois.

Dr. Perry Inspires Poetry

Dr. H. Arnold Perry, Associate in the Division of Instructional Service, is the subject of a poem written by one of the students of the St. Pauls School, Robeson County. Inspired by Dr. Perry's visit to the school this student produced the following poetic gem which was printed in the school paper:

MR. PERRY

All the school is in a hurry
Just for poor little Mr. Perry.
Every corner is so clean,
Teachers are afraid Perry's eyes
are keen.
And when he gets here I'll bet he'll
look
Just like a character out of a story
book.

I wonder who the teachers are trying
to fool;

Mr. Perry probably knows all about
our school.

The way we've worked you'd think
he was going to spend the day,
But I bet you a quarter he'll just
stop and say "Hey."

Then all the teachers will be sorry
they ever used a broom,

'Cause Mr. Perry didn't go into
their room.

Mr. Cannon and all the teachers
wept and sighed and then they
all committed suicide.

North Carolina Proverbs To Be Collected

The American Dialect Society has sponsored a national project to collect proverbs for a dictionary of American proverbs. State committees have been established. The chairman of the North Carolina committee is Professor Richard Jente of the University of North Carolina, P. O. Box 537, Chapel Hill. Teachers of English and others who may be interested are asked to volunteer as collectors. Each collector can receive upon request from the chairman a printed check-list of our commonest proverbs which contains examples of the material sought, namely:

1. Old folk sayings in complete sentences: The rolling stone gathers no moss.
2. Sententious sayings of the learned in complete sentences: Brevity is the soul of wit.
3. Proverbial rhymes: He that would the daughter win, must with the mother first begin.
4. Proverbial sayings, not complete sentences, involving a verb. These are to be listed in the infinitive form, the first noun being the keyword: To kill two birds with one stone.
5. Proverbial sayings not involving a verb. Neither fish, nor flesh, nor good red herring.
6. Proverbial comparisons add similes: As fit as a fiddle (involving the word *as*); busier than a hen with one chick (involving the word *than*); to look like a drowned mouse (involving the word *like*).
7. Wellerisms (comparisons like those made by Sam Weller in Dicken's *Pickwick Papers*, involving a quotation, often one well known, with a facetious sequel: "There's no accounting for tastes," as the old woman said when she kissed the cow.

The officers of the American Dialect Society hope to publish the collected materials in a proper form, since there exists at present no dictionary of American proverbs. All contributors of usable material will have their names listed in this volume.

Slow Start Made for School Building

Washington is not according any effective priority to school construction as yet and until it does there probably will be no legislation to aid in expanding the school plant of the nation. Emphasis, so far as materials and labor are concerned, goes to low-cost housing, especially for veterans, and materials for schoolhouses are scarce in most parts of the country. A few contracts are being let.

There seems to be some interest on the part of the administration in training of workers for the building trades and vocational schools will probably be called upon to play an important part in this progress.



Official Emblem—Future Homemakers of America

The emblem of the Future Homemakers of America is octagonal in shape and bears the name of the organization, "Future Homemakers of America" around the top of the plane while around the lower sides of it is the motto, "Toward New Horizons." This motto expresses the purposes of the organization—learning to live better today in order that our lives and those of our families may be better tomorrow. In the center of the emblem there is a house supported by two hands which symbolizes that the future homes of America are in the hands of its youth.

Burlington Has Large Film Library

The Burlington city schools, with 120 two-reel sound films, has the largest owned film library in the South, according to Dr. L. E. Spikes, superintendent. These films are used in the 11 schools in the city system. Dr. Spikes said, for instructional purposes only. Each of the movies has the approval of the U. S. Office of Education, with technical contents being given careful analysis by experts in the fields which are discussed.

According to Dr. Spikes, the Burlington film library was started five years ago, when 50 films were purchased. It is planned to gradually add to those now owned until a library of 200 is reached. Although films relating to science subjects, he said, have been found to be best in instruction, the library covers a variety of subjects—social studies, biology, physics, art, home economics, geology, astronomy, and many others, including "firemen" and "policemen" for first graders. "We have found," he said, "that when students can see before them a real picture of the subject they are discussing, it makes a lasting impression on them."

Dr. Spikes revealed that later on the system planned to add recording equipment which will enable students to have recordings made of their voices as a means of improving their speech.

"Retirement Income Not Sufficient"

"Teachers in North Carolina are not willing to retire at the age of 60 because they do not get a sufficient amount of money on which to live," said Mrs. Annie W. Swindell, principal of the Holloway Street School, Durham, and a member of the board of trustees of the Teachers' and State Employees Retirement System, at a recent meeting of Durham teachers.

Mrs. Swindell pointed out that many teachers, who have already retired receive monthly retirement incomes of only \$17, some \$19, some \$35, and an occasional teacher, \$50. "For this reason also," Mrs. Swindell said, "superintendents are sometimes reluctant to retire faithful teachers when they know these teachers will not be able to live adequately on the amount of retirement received."

A committee from the North Carolina Education Association, of which Mrs. Swindell is also a member, has prepared a plan to revise the law in such a way that teachers may: (1) receive a minimum of \$50 a month when they retire, (2) be allowed to continue to pay to the retirement fund as long as they are in service and that the State will match this payment (at present the State does not match the teachers' four per cent after the age of 60), (3) be allowed, after 20 years of service, to withdraw what they have put in the retirement fund plus what the State has put in, and (4) that reciprocal retirement privileges be extended to teachers coming into this State from other states.

1946 Catalog Lists Office Of Education Films

A new 1946 catalog of all the Office of Education films has been prepared and may be obtained from Castle Films, Inc., 30 Rockefeller Plaza, New York 20, N. Y., it was recently announced by Commissioner J. W. Studebaker, U. S. Office of Education.

This catalog includes a list of the 88 individual films and filmstrips developed by the Office of Education and in addition a list of valuable visual aids produced by the U. S. Department of Agriculture, U. S. Public Service and other government agencies.

According to Commissioner Studebaker, "while these visual aids, 466 motion pictures and 432 filmstrips, were produced by the U. S. Office of Education for war training purposes, over 90 per cent of them have a permanent place in American education. They deal with basic skills and understandings as important in peace as they were in war."

A copy of this catalog may be secured on request to Commissioner J. W. Studebaker, U. S. Office of Education, Washington 25, D. C.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

What High School Youth Study



The table presented shows the number of students enrolled for the various subjects offered in North Carolina public high schools during 1943-44. This table also shows the enrollments ten years preceding 1943-44 and the percentage of total high school enrollment in these several subjects at two-year intervals from 1933-34 to 1943-44.

As the table shows, the largest number of high school youth took English I. The fact that this subject is a required course for the entire four years of high school accounts for this. The small enrollment in second-year English was due to the fact that in the transition from a seven- to an eight-grade elementary school in 1942-43 there were fewer first-year high school students that year.

The second largest subject enrollment was for physical education, and this is accounted for by the fact that physical education was given greater emphasis during the war and made a required subject for all first-year students.

Next subjects in popularity as indicated by number of pupils taking them were English III, taken as a required subject by 36,802 boys and girls; United States History, studied by 35,926 students, or 26.4 per cent of the total enrollment; and health subjects, in which there was an enrollment of 37,144 students. There were 33,023 boys and girls who took courses in Citizenship.

Considering the group areas, it is found that there is some selection of Dramatics, Journalism and Speech by

there is some variance as to when (which year) certain subjects are taken by students.

The comparisons should be made as between school years, taking into consideration, of course, the second year of high school, which was affected by the 12-year transition in 1943-44. This shows up particularly in the English group where the English II percentage is way below normal. This fact, of course, throws the percentages of the

other English courses for 1943-44 out of balance. And this will be somewhat true for all other subjects.

In view of the fact that the enrollments in Algebra have not been kept separately each year it is difficult to indicate trends for the General Mathematics and Algebra. For Plane Geometry, however, it is noted that there was a tendency to decrease followed by a 1943-44 increase, which may be due to the effect of the 12-year transition.

In the Social Studies group the percentage of pupils taking Citizenship is decreasing. United States History enrollments appear to be on the increase.

These percentage figures indicate that fewer students take General Science, but that more students take vocational subjects, especially Home Economics. In Business Education, too, as stated above, the trend is upward in percentage of total students enrolled in these subjects.

NUMBER OF HIGH SCHOOL STUDENTS TAKING VARIOUS SUBJECTS

(From High School Principal's Annual Reports)

| YEAR AND SUBJECTS | No. Schools and No. Students Taking Various Subjects—1943-44 | | | | PERCENTAGE OF TOTAL HIGH SCHOOL ENROLLMENT | | | | | | |
|---|--|-----------------|----------------|-----------------|--|---------|---------|---------|---------|---------|---------|
| | WHITE | | NEGRO | | TOTAL STUDENTS | 1933-34 | 1935-36 | 1937-38 | 1939-40 | 1941-42 | 1943-44 |
| | Number Schools | Number Students | Number Schools | Number Students | | | | | | | |
| Summary— | 748 | 47,175 | 231 | 29,041 | 979 | 136,216 | 150,216 | 100.0 | 100.0 | 100.0 | 100.0 |
| TOTALS | | | | | | | | | | | |
| Enrollment— | | | | | | | | | | | |
| First Year | 40,134 | — | 11,220 | — | 51,354 | — | 52,814 | 35.2 | 34.2 | 32.9 | 31.1 |
| Second Year | 9,643 | — | 3,455 | — | 13,098 | — | 39,518 | 26.3 | 26.8 | 26.4 | 25.6 |
| Third Year | 30,937 | — | 8,259 | — | 39,196 | — | 31,913 | 21.3 | 20.8 | 21.3 | 22.0 |
| Fourth Year | 25,759 | — | 6,016 | — | 31,775 | — | 25,971 | 17.3 | 16.3 | 17.7 | 18.4 |
| Special | 702 | — | 91 | — | 793 | — | — | — | — | 1.0 | 2.6 |
| Language Arts— | | | | | | | | | | | |
| English I | 738 | 37,989 | 211 | 10,559 | 949 | 48,548 | 52,814 | 35.2 | 35.6 | 34.2 | 31.7 |
| English II | 148 | 7,879 | 82 | 3,550 | 230 | 11,429 | 39,518 | 26.3 | 26.8 | 26.7 | 24.9 |
| English III | 700 | 28,884 | 204 | 7,918 | 904 | 36,802 | 31,913 | 21.2 | 20.8 | 21.3 | 20.8 |
| English IV | 715 | 24,598 | 198 | 5,818 | 913 | 30,416 | 25,971 | 17.3 | 16.3 | 17.7 | 17.6 |
| English V | 14 | 309 | — | 14 | 309 | — | — | — | — | — | — |
| Dramatics | 36 | 1,090 | 20 | 429 | 56 | 1,519 | — | — | — | — | — |
| Journalism | 43 | 1,085 | 10 | 231 | 53 | 1,316 | — | — | — | — | — |
| Speech | 24 | 743 | 19 | 324 | 43 | 1,067 | — | — | — | — | — |
| Other courses, including Spelling, Writing, Reading, Creative Writing | 80 | 5,712 | 34 | 1,649 | 114 | 7,361 | 801 | — | — | — | — |
| Mathematics— | | | | | | | | | | | |
| General Mathematics | 526 | 22,329 | 199 | 9,067 | 725 | 31,396 | 35,645 | 23.7 | 23.2 | 28.2 | 23.0 |
| Algebra I | 384 | 20,290 | 96 | 3,846 | 481 | 20,770 | 45,755 | 30.4 | 30.2 | 24.6 | 15.2 |
| Algebra II | 94 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |
| Geometry | 103 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |
| Trigonometry | 103 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |
| Calculus | 103 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |
| Statistics | 103 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |
| Science | 103 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |
| History | 103 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |
| Physical Education | 103 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |
| Art | 103 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |
| Music | 103 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |
| Foreign Languages | 103 | 2,039 | 25 | 1,792 | 90 | 2,071 | — | — | — | — | — |

In the Mathematics field Algebra is a second choice of most students after the required course in General Mathematics has been completed. A substantial

| Specialty | 1950 | 1955 | 1960 | 1965 | 1970 | 1975 | 1980 |
|-----------------------|------|--------|------|-------|------|--------|--------|
| Citizenship | 506 | 21,150 | 180 | 7,842 | 765 | 33,023 | 39,023 |
| Education | 506 | 21,150 | 180 | 7,842 | 765 | 33,023 | 39,023 |
| United States History | 664 | 12,823 | 174 | 7,083 | 628 | 35,026 | 36,026 |
| Economics | 406 | 12,179 | 149 | 3,762 | 645 | 15,031 | 16,031 |

CONSIDERING THE REPORT, HOWEVER, IT IS FOUND THAT THERE IS SOME DEFICIENCY IN THE PRESENTATION OF THE SUBJECTS OF MATHEMATICS, SCIENCE, AND PHYSICS BY THE PUPILS OF THE VARIOUS SCHOOLS.

In the Mathematics field Algebra is a second choice of most students after the required course in General Mathematics has been completed. A substantial number of boys and girls elected Plane Geometry in the 656 schools where this subject was offered.

In the Social Studies field most students elect Economics and Sociology after they have completed Citizenship and United States History. Quite a few students also elect Geography, and a smaller number take World History.

Although the number of high school students were fewer in 1943-44 than in 1933-34, a greater number were enrolled in Bible courses. Seventy-two schools were offering this course to 3,952 students.

General Science was the most popular course among the Science subjects, with Biology ranking second in this respect. A considerable number of students took Chemistry and Physics.

It will be noted that both Art and Music have increased in popularity as elective subjects since 1933-34. Likewise, there has been a tremendous increase in the number of boys and girls taking vocational subjects, Agriculture and Home Economics. Enrollments in Business Education, too, appear to be increasing. There were 16,035 students who took the first course in Typing in 1943-44.

Among the foreign languages, French was taken by more students than either Latin, Spanish or German. As a matter of fact there were no enrollments in German; whereas, in Spanish, it will be observed the enrollment has increased considerably since 1933-34.

Two schools offered military training with an enrollment of 326 students.

Percentage Trends

The last section of the table gives the percentage of the total high school enrollment taking the several subjects for six years at two-year intervals. In interpreting these figures it should not be thought that any figure should approach 100 per cent. A percentage of from 35 to 38 is a high figure. Comparisons, if any, should be made with the grade percentages. However, this is not always indicative of the situation since

| | 1933-34 | 1934-35 | 1935-36 | 1936-37 | 1937-38 | 1938-39 | 1939-40 | 1940-41 | 1941-42 | 1942-43 | 1943-44 | 1944-45 | 1945-46 | 1946-47 | 1947-48 | 1948-49 | 1949-50 | 1950-51 | 1951-52 | 1952-53 | 1953-54 | 1954-55 | 1955-56 | 1956-57 | 1957-58 | 1958-59 | 1959-60 | 1960-61 | 1961-62 | 1962-63 | 1963-64 | 1964-65 | 1965-66 | 1966-67 | 1967-68 | 1968-69 | 1969-70 | 1970-71 | 1971-72 | 1972-73 | 1973-74 | 1974-75 | 1975-76 | 1976-77 | 1977-78 | 1978-79 | 1979-80 | 1980-81 | 1981-82 | 1982-83 | 1983-84 | 1984-85 | 1985-86 | 1986-87 | 1987-88 | 1988-89 | 1989-90 | 1990-91 | 1991-92 | 1992-93 | 1993-94 | 1994-95 | 1995-96 | 1996-97 | 1997-98 | 1998-99 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 | 2033-34 | 2034-35 | 2035-36 | 2036-37 | 2037-38 | 2038-39 | 2039-40 | 2040-41 | 2041-42 | 2042-43 | 2043-44 | 2044-45 | 2045-46 | 2046-47 | 2047-48 | 2048-49 | 2049-50 | 2050-51 | 2051-52 | 2052-53 | 2053-54 | 2054-55 | 2055-56 | 2056-57 | 2057-58 | 2058-59 | 2059-60 | 2060-61 | 2061-62 | 2062-63 | 2063-64 | 2064-65 | 2065-66 | 2066-67 | 2067-68 | 2068-69 | 2069-70 | 2070-71 | 2071-72 | 2072-73 | 2073-74 | 2074-75 | 2075-76 | 2076-77 | 2077-78 | 2078-79 | 2079-80 | 2080-81 | 2081-82 | 2082-83 | 2083-84 | 2084-85 | 2085-86 | 2086-87 | 2087-88 | 2088-89 | 2089-90 | 2090-91 | 2091-92 | 2092-93 | 2093-94 | 2094-95 | 2095-96 | 2096-97 | 2097-98 | 2098-99 | 2099-00 | 2100-01 | 2101-02 | 2102-03 | 2103-04 | 2104-05 | 2105-06 | 2106-07 | 2107-08 | 2108-09 | 2109-10 | 2110-11 | 2111-12 | 2112-13 | 2113-14 | 2114-15 | 2115-16 | 2116-17 | 2117-18 | 2118-19 | 2119-20 | 2120-21 | 2121-22 | 2122-23 | 2123-24 | 2124-25 | 2125-26 | 2126-27 | 2127-28 | 2128-29 | 2129-30 | 2130-31 | 2131-32 | 2132-33 | 2133-34 | 2134-35 | 2135-36 | 2136-37 | 2137-38 | 2138-39 | 2139-40 | 2140-41 | 2141-42 | 2142-43 | 2143-44 | 2144-45 | 2145-46 | 2146-47 | 2147-48 | 2148-49 | 2149-50 | 2150-51 | 2151-52 | 2152-53 | 2153-54 | 2154-55 | 2155-56 | 2156-57 | 2157-58 | 2158-59 | 2159-60 | 2160-61 | 2161-62 | 2162-63 | 2163-64 | 2164-65 | 2165-66 | 2166-67 | 2167-68 | 2168-69 | 2169-70 | 2170-71 | 2171-72 | 2172-73 | 2173-74 | 2174-75 | 2175-76 | 2176-77 | 2177-78 | 2178-79 | 2179-80 | 2180-81 | 2181-82 | 2182-83 | 2183-84 | 2184-85 | 2185-86 | 2186-87 | 2187-88 | 2188-89 | 2189-90 | 2190-91 | 2191-92 | 2192-93 | 2193-94 | 2194-95 | 2195-96 | 2196-97 | 2197-98 | 2198-99 | 2199-00 | 2200-01 | 2201-02 | 2202-03 | 2203-04 | 2204-05 | 2205-06 | 2206-07 | 2207-08 | 2208-09 | 2209-10 | 2210-11 | 2211-12 | 2212-13 | 2213-14 | 2214-15 | 2215-16 | 2216-17 | 2217-18 | 2218-19 | 2219-20 | 2220-21 | 2221-22 | 2222-23 | 2223-24 | 2224-25 | 2225-26 | 2226-27 | 2227-28 | 2228-29 | 2229-30 | 2230-31 | 2231-32 | 2232-33 | 2233-34 | 2234-35 | 2235-36 | 2236-37 | 2237-38 | 2238-39 | 2239-40 | 2240-41 | 2241-42 | 2242-43 | 2243-44 | 2244-45 | 2245-46 | 2246-47 | 2247-48 | 2248-49 | 2249-50 | 2250-51 | 2251-52 | 2252-53 | 2253-54 | 2254-55 | 2255-56 | 2256-57 | 2257-58 | 2258-59 | 2259-60 | 2260-61 | 2261-62 | 2262-63 | 2263-64 | 2264-65 | 2265-66 | 2266-67 | 2267-68 | 2268-69 | 2269-70 | 2270-71 | 2271-72 | 2272-73 | 2273-74 | 2274-75 | 2275-76 | 2276-77 | 2277-78 | 2278-79 | 2279-80 | 2280-81 | 2281-82 | 2282-83 | 2283-84 | 2284-85 | 2285-86 | 2286-87 | 2287-88 | 2288-89 | 2289-90 | 2290-91 | 2291-92 | 2292-93 | 2293-94 | 2294-95 | 2295-96 | 2296-97 | 2297-98 | 2298-99 | 2299-00 | 2300-01 | 2301-02 | 2302-03 | 2303-04 | 2304-05 | 2305-06 | 2306-07 | 2307-08 | 2308-09 | 2309-10 | 2310-11 | 2311-12 | 2312-13 | 2313-14 | 2314-15 | 2315-16 | 2316-17 | 2317-18 | 2318-19 | 2319-20 | 2320-21 | 2321-22 | 2322-23 | 2323-24 | 2324-25 | 2325-26 | 2326-27 | 2327-28 | 2328-29 | 2329-30 | 2330-31 | 2331-32 | 2332-33 | 2333-34 | 2334-35 | 2335-36 | 2336-37 | 2337-38 | 2338-39 | 2339-40 | 2340-41 | 2341-42 | 2342-43 | 2343-44 | 2344-45 | 2345-46 | 2346-47 | 2347-48 | 2348-49 | 2349-50 | 2350-51 | 2351-52 | 2352-53 | 2353-54 | 2354-55 | 2355-56 | 2356-57 | 2357-58 | 2358-59 | 2359-60 | 2360-61 | 2361-62 | 2362-63 | 2363-64 | 2364-65 | 2365-66 | 2366-67 | 2367-68 | 2368-69 | 2369-70 | 2370-71 | 2371-72 | 2372-73 | 2373-74 | 2374-75 | 2375-76 | 2376-77 | 2377-78 | 2378-79 | 2379-80 | 2380-81 | 2381-82 | 2382-83 | 2383-84 | 2384-85 | 2385-86 | 2386-87 | 2387-88 | 2388-89 | 2389-90 | 2390-91 | 2391-92 | 2392-93 | 2393-94 | 2394-95 | 2395-96 | 2396-97 | 2397-98 | 2398-99 | 2399-00 | 2400-01 | 2401-02 | 2402-03 | 2403-04 | 2404-05 | 2405-06 | 2406-07 | 2407-08 | 2408-09 | 2409-10 | 2410-11 | 2411-12 | 2412-13 | 2413-14 | 2414-15 | 2415-16 | 2416-17 | 2417-18 | 2418-19 | 2419-20 | 2420-21 | 2421-22 | 2422-23 | 2423-24 | 2424-25 | 2425-26 | 2426-27 | 2427-28 | 2428-29 | 2429-30 | 2430-31 | 2431-32 | 2432-33 | 2433-34 | 2434-35 | 2435-36 | 2436-37 | 2437-38 | 2438-39 | 2439-40 | 2440-41 | 2441-42 | 2442-43 | 2443-44 | 2444-45 | 2445-46 | 2446-47 | 2447-48 | 2448-49 | 2449-50 | 2450-51 | 2451-52 | 2452-53 | 2453-54 | 2454-55 | 2455-56 | 2456-57 | 2457-58 | 2458-59 | 2459-60 | 2460-61 | 2461-62 | 2462-63 | 2463-64 | 2464-65 | 2465-66 | 2466-67 | 2467-68 | 2468-69 | 2469-70 | 2470-71 | 2471-72 | 2472-73 | 2473-74 | 2474-75 | 2475-76 | 2476-77 | 2477-78 | 2478-79 | 2479-80 | 2480-81 | 2481-82 | 2482-83 | 2483-84 | 2484-85 | 2485-86 | 2486-87 | 2487-88 | 2488-89 | 2489-90 | 2490-91 | 2491-92 | 2492-93 | 2493-94 | 2494-95 | 2495-96 | 2496-97 | 2497-98 | 2498-99 | 2499-00 | 2500-01 | 2501-02 | 2502-03 | 2503-04 | 2504-05 | 2505-06 | 2506-07 | 2507-08 | 2508-09 | 2509-10 | 2510-11 | 2511-12 | 2512-13 | 2513-14 | 2514-15 | 2515-16 | 2516-17 | 2517-18 | 2518-19 | 2519-20 | 2520-21 | 2521-22 | 2522-23 | 2523-24 | 2524-25 | 2525-26 | 2526-27 | 2527-28 | 2528-29 | 2529-30 | 2530-31 | 2531-32 | 2532-33 | 2533-34 | 2534-35 | 2535-36 | 2536-37 | 2537-38 | 2538-39 | 2539-40 | 2540-41 | 2541-42 | 2542-43 | 2543-44 | 2544-45 | 2545-46 | 2546-47 | 2547-48 | 2548-49 | 2549-50 | 2550-51 | 2551-52 | 2552-53 | 2553-54 | 2554-55 | 2555-56 | 2556-57 | 2557-58 | 2558-59 | 2559-60 | 2560-61 | 2561-62 | 2562-63 | 2563-64 | 2564-65 | 2565-66 | 2566-67 | 2567-68 | 2568-69 | 2569-70 | 2570-71 | 2571-72 | 2572-73 | 2573-74 | 2574-75 | 2575-76 | 2576-77 | 2577-78 | 2578-79 | 2579-80 | 2580-81 | 2581-82 | 2582-83 | 2583-84 | 2584-85 | 2585-86 | 2586-87 | 2587-88 | 2588-89 | 2589-90 | 2590-91 | 2591-92 | 2592-93 | 2593-94 | 2594-95 | 2595-96 | 2596-97 | 2597-98 | 2598-99 | 2599-00 | 2600-01 | 2601-02 | 2602-03 | 2603-04 | 2604-05 | 2605-06 | 2606-07 | 2607-08 | 2608-09 | 2609-10 | 2610-11 | 2611-12 | 2612-13 | 2613-14 | 2614-15 | 2615-16 | 2616-17 | 2617-18 | 2618-19 | 2619-20 | 2620-21 | 2621-22 | 2622-23 | 2623-24 | 2624-25 | 2625-26 | 2626-27 | 2627-28 | 2628-29 | 2629-30 | 2630-31 | 2631-32 | 2632-33 | 2633-34 | 2634-35 | 2635-36 | 2636-37 | 2637-38 | 2638-39 | 2639-40 | 2640-41 | 2641-42 | 2642-43 | 2643-44 | 2644-45 | 2645-46 | 2646-47 | 2647-48 | 2648-49 | 2649-50 | 2650-51 | 2651-52 | 2652-53 | 2653-54 | 2654-55 | 2655-56 | 2656-57 | 2657-58 | 2658-59 | 2659-60 | 2660-61 | 2661-62 | 2662-63 | 2663-64 | 2664-65 | 2665-66 | 2666-67 | 2667-68 | 2668-69 | 2669-70 | 2670-71 | 2671-72 | 2672-73 | 2673-74 | 2674-75 | 2675-76 | 2676-77 | 2677-78 | 2678-79 | 2679-80 | 2680-81 | 2681-82 | 2682-83 | 2683-84 | 2684-85 | 2685-86 | 2686-87 | 2687-88 | 2688-89 | 2689-90 | 2690-91 | 2691-92 | 2692-93 | 2693-94 | 2694-95 | 2695-96 | 2696-97 | 2697-98 | 2698-99 | 2699-00 | 2700-01 | 2701-02 | 2702-03 | 2703-04 | 2704-05 | 2705-06 | 2706-07 | 2707-08 | 2708-09 | 2709-10 | 2710-11 | 2711-12 | 2712-13 | 2713-14 | 2714-15 | 2715-16 | 2716-17 | 2717-18 | 2718-19 | 2719-20 | 2720-21 | 2721-22 | 2722-23 | 2723-24 | 2724-25 | 2725-26 | 2726-27 | 2727-28 | 2728-29 | 2729-30 | 2730-31 | 2731-32 | 2732-33 | 2733-34 | 2734-35 | 2735-36 | 2736-37 | 2737-38 | 2738-39 | 2739-40 | 2740-41 | 2741-42 | 2742-43 | 2743-44 | 2744-45 | 2745-46 | 2746-47 | 2747-48 | 2748-49 | 2749-50 | 2750-51 | 2751-52 | 2752-53 | 2753-54 | 2754-55 | 2755-56 | 2756-57 | 2757-58 | 2758-59 | 2759-60 | 2760-61 | 2761-62 | 2762-63 | 2763-64 | 2764-65 | 2765-66 | 2766-67 | 2767-68 | 2768-69 | 2769-70 | 2770-71 | 2771-72 | 2772-73 | 2773-74 | 2774-75 | 2775-76 | 2776-77 | 2777-78 | 2778-79 | 2779-80 | 2780-81 | 2781-82 | 2782-83 | 2783-84 | 2784-85 | 2785-86 | 2786-87 | 2787-88 | 2788-89 | 2789-90 | 2790-91 | 2791-92 | 2792-93 | 2793-94 | 2794-95 | 2795-96 | 2796-97 | 2797-98 | 2798-99 | 2799-00 | 2800-01 | 2801-02 | 2802-03 | 2803-04 | 2804-05 | 2805-06 | 2806-07 | 2807-08 | 2808-09 | 2809-10 | 2810-11 | 2811-12 | 2812-13 | 2813-14 | 2814-15 | 2815-16 | 2816-17 | 2817-18 | 2818-19 | 2819-20 | 2820-21 | 2821-22 | 2822-23 | 2823-24 | 2824-25 | 2825-26 | 2826-27 | 2827-28 | 2828-29 | 2829-30 | 2830-31 | 2831-32 | 2832-33 | 2833-34 | 2834-35 | 2835-36 | 2836-37 | 2837-38 | 2838-39 | 2839-40 | 2840-41 | 2841-42 | 2842-43 | 2843-44 | 2844-45 | 2845-46 | 2846-47 | 2847-48 | 2848-49 | 2849-50 | 2850-51 | 2851-52 | 2852-53 | 2853-54 | 2854-55</ |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|------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Retardation Costs State Too Much, Mayo Says

■ Retardation of school children is costing the State—this includes all North Carolinians—too much, it is stated by Selz C. Mayo, Associate Professor of Rural Sociology, N. C. State College in an article, "Johnny Didn't Pass This Year," which recently appeared in *Research and Farming*, publication of the North Carolina Agricultural Experiment Station, Raleigh.

Here are some of the facts revealed by Professor Mayo in his article:

1. 33.1 per cent of the boys and girls (1940 census) were retarded one or more grades.

2. Retardation in an accumulative process, ranging from 7.3 per cent of children 8 years old to 46.5 per cent of those 15 years of age.

3. Retardation is most serious among rural areas, especially among rural-farm youths, 38.2 per cent of the rural-farm children 8 through 16 years of age are retarded; more than half of the rural-farm youths 14 and 15 years of age are retarded.

4. A much larger proportion of boys than girls are retarded. In the rural-farm population, 43.9 per cent of the boys as compared with 32.5 per cent of the girls were retarded.

5. The problem is particularly severe among Negroes. More than half (51.1 per cent) of all Negro youths 8 through 16 years of age in the State were retarded as compared with about one-fourth (25.6 per cent) of the white boys and girls.

In attempting to answer the ques-

tion: Why such retardation? Professor Mayo says that most of the youths are retarded through no fault of their own. He ascribes the following causes, most of which result in poor attendance and consequently failure to pass the required work:

1. Sickness that might have been prevented.

2. Heavy teaching load.

3. Mentally handicapped.

4. Kept out by parents to work and for other reasons.

5. Impaired vision or hearing, or perhaps mentally dull.

6. Failure of teachers to make classes interesting enough.

"Whatever the cause or causes," Professor Mayo says, "the situation demands attention."

The condition is not fair either to the retarded child or to other students in the class. Therefore, the State could well afford to spend a sizeable sum of money to determine the cause of so much retardation and to remedy the situation by making necessary corrections.

Peabody College Reading Program Will Be Held July 8th to 13th

The Tenth Annual Summer Conference on Reading will be held at Peabody College during the week of July 8-13. The program will consist of an intensive consideration of the problems of reading instruction and related fields on elementary and high school levels. Nationally known specialists will appear on this program. This short course will carry college credit for those desiring the same but may be audited without credit-course enrollment. The facilities of the Child Study Clinic will be available for observation and training in clinical techniques. Seminar group meetings and individual conferences will be featured. Basic methods courses, special laboratory activities, and clinical training will be available in college offerings. For further information and bulletins, address Ullin W. Leavell, Director, Child Study Clinic, Peabody College, Nashville 4, Tennessee.

Principal Convinced Sweets Should Not Be Sold in School Stores

"No more candy at lunch time for me," says T. K. Huss, principal of the Denton High School, Davidson County. "That goes for cakes, cookies, and drinks as well, because these items keep children from eating a well-balanced, nourishing lunch."

Early in the 1945-46 school year, Mr. Huss was not convinced of this. Yet he was interested enough to visit the Child Feeding Program, State Department of Public Instruction. The regulation pointed out at that time, is that no additional food shall be sold which will be to the probable detriment of the lunch program, the interpretation being that all food sold during the lunch hour shall be served on the plate lunch at one price to all children in the school.

It was pointed out further that the State Department recommends that if foods are served at other recess periods during the day, they should be nourishing, wholesome foods rather than delicacies which tease and sap the appetite of the child. Ice cream, chocolate milk, bananas, apples, oranges, and other fruits are recommended.

As an experiment, Mr. Huss consented to close his store for one month. If the number eating in the lunchroom did not increase, it would be assumed that the two were not in competition and that the store was not keeping children from getting a complete lunch. During this month the number eating in the lunchroom immediately rose approximately 100 per day. After several months operation, the increase averages 79 daily. Food is no longer left on plates, Mr. Huss says. There was a noticeable decrease in the amount of waste from plates

Ethics for Teachers

The teacher should be courteous, just, and professional in all relationships.

Desirable ethical standards require cordial relations between teacher and pupil, home and school.

The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.

The teacher should strive to improve educational practice through study, travel and experimentation.

Unfavorable criticism of associates should be avoided except when made to proper officials.

Testimonials regarding the teacher should be truthful and confidential.

Membership and active participation in local, state and national professional associations are expected.

The teacher should avoid indorsement of all educational materials for personal gain.

Great care should be taken by the teacher to avoid interference between other teachers and pupils.

Fair salary schedules should be sought and when established carefully upheld by all professionals.

No teacher should knowingly underbid a rival for a position.

No teacher should accept compensation for helping another teacher to get a position or a promotion.

Honorable contracts when signed should be respected by both parties and dissolved only by mutual consent.

Official business should be transacted only through properly designated officials.

The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.

Professional growth should be stimulated through suitable recognition and promotion within the ranks.

Unethical practices should be reported to local, state or national commissions on ethics.

The term "teacher" as used here includes all persons directly engaged in educational work.

*Reprinted from the *Journal of the National Education Association*, May, 1944.

after the store was closed. The children work and play hard, and as a result they are hungry at lunchtime. They eat their lunch without reservations for extra sweets.

With increased participation in the lunchroom, the Child Feeding Program works more satisfactorily. It contributes more revenue for the lunchroom than a store can possibly contribute, and eliminates many problems involved in serving sweets.

"I am convinced," says Mr. Huss.

Citizens' Federal Committee On Education Announced

A Citizens' Federal Committee on Education has been established. The purpose of this committee is to provide a channel whereby a representative group of lay leaders will serve as an advisory group to the U. S. Office of Education and will reflect the thinking of laymen on educational problems of national significance. It is proposed that there shall be three meetings of the committee each year not to exceed three days for each meeting.

This committee was proposed in the annual report of the U. S. Office of Education for 1944. There are three persons on the committee from each of the following nine areas of the nation's life: Agriculture, business, homemakers, labor, manufacturing, Negro, professions, religious groups, and veterans' groups. Members representing each group have been designated by the organizations themselves in response to an invitation from the Federal Security Administrator. One third of the membership will be appointed each year and from time to time representation from within some of the nine groups will be rotated among various organizations. Appointments have now been completed and plans have been developed for the first meeting of the committee to take place during the month of March.

The establishment of the Citizens' Federal Committee on Education is a logical extension of the American plan of lay participation in the development of educational policies and programs at local and state levels.

In connection with the Citizens' Federal Committee and other proposals for improving the services of the Office of Education, it should be borne in mind as stated in the annual report for 1944 that there is not an iota of intention to impose anything or any ideas upon anyone or upon any agency or institution. Any ideas developed through the Office as a service agency can be expected to win acceptance only on their merits.

The development of the Citizens' Federal Committee on Education is a significant forward step. Never before in the history of American education have so many influential laymen been concerned in an official and continuing advisory capacity with the national problems and opportunities faced by our

United Forces Discuss Vital School Issues

■ The United Forces for Education, a group composed of representatives from various State organizations interested in the improvement of public education, at a meeting held in Raleigh on March 8, discussed some of the vital issues facing the public schools today and agreed upon a number of points that should be incorporated in the final legislative program when approved by member organizations.

Among these important points were the following:

1. A recommendation for a revision of the compulsory attendance law to the end that enforcement may be more effective.

2. The need for more well qualified teachers to relieve the present shortage.

3. An increase in salaries paid teachers commensurate with the increased cost of living.

4. An adequate program of health including safety, physical education and nutrition.

5. An increase in the benefits under the retirement law.

6. Federal aid.

It was stated that this committee would meet again on May 3, at which time a definite legislative program to present to the 1947 General Assembly would be adopted.

Those present at the March 8 meeting were the following:

W. W. Andrews and Mrs. Harry B. Caldwell of the State Grange; Mrs. Karl Bishopric and Mrs. Geddie Blair Strickland, representing the Federation of Women's Clubs; Mrs. E. N. Howell and Mrs. H. L. Hassell from the Parent-Teacher Association; R. Flake Shaw of the Farm Bureau Federation; Supt. L. S. Inscoc, representing the Department of Superintendence of the NCEA; H. A. Helms, the United Principals; Madeleine McCain and Blanche Holt, the Department of Classroom Teachers; H. Arnold Perry from the State Department of Public Instruction; Ethel Perkins and Alice Paulukas from the NCEA, and Jesse O. Sanderson and Pearl Eichelberger by invitation.

Textbook Shortage Continues

Lloyd King, executive secretary of the American Textbook Publishers Institute, says that the difficulty with respect to paper for texts is greater than it was during the war. Increased paper allotments are not in sight.

The rush of veterans to college has resulted in the same type of shortage that elementary and secondary schools have been experiencing for some time. Many books have been rewritten because of war changed conditions and college classes are at a disadvantage when the texts are not available in sufficient quantity.

Hundreds of students recently enrolled by Maryland colleges and universities are without textbooks, a re-

schools and colleges.—*Express News Letter.*

cent survey indicated. Other hundreds of students lack drawing sets, triangles, T-squares and slide rules.

With this situation duplicated in varying degree throughout the nation, heads of university and college bookstores book for little improvement until 1947.

Fuel Situation Uncertain; Place All Orders Now, Blanchard Urges

"The fuel situation is so uncertain, we are very anxious to have your requisition, as quickly as possible," urges C. W. Blanchard of the Controller's Office, State Board of Education, in a recent letter to all county and city superintendents in which he enclosed requisition forms for the coal and wood necessary for the 1946-47 school term.

"Those in authority hold out very little hope for any improvement in the fuel situation for the coming year," Mr. Blanchard said. "In fact, it is being freely predicted that the shortage will become even more acute. We, therefore, are urging a prompt return of your fuel estimate, based on the actual tons required during the year 1944-45.

"We hope to place our orders early in an effort to secure delivery of all coal by October 1st. In this connection, we wish to urge that preparation be made in advance to handle your year's requirements during the spring and summer months. We have a better chance to secure deliveries in April, May and June than we have later in the summer. If your bins will not hold a year's supply, make an effort to secure storage space at a convenient location for the balance. This space should, by all means, provide protection against theft."

Future Homemakers Report On 1945 Activities

The North Carolina Association of Future Homemakers of America now have 188 chapters with over 5,000 affiliated members. Reports made at the eight district rallies indicate that the clubs are accomplishing many worthwhile objectives. Among other things, they reported that 15,800 Russian Relief garments were made during 1945. They have participated in the community canning program for overseas relief, and they are now actively engaged in a State Roadside Beautification Project. They plan to work in the local chapters toward the promotion of cleanliness and beauty in their

Continued on page twelve

Members State Department Write for Magazines

Members of the State Department of Public Instruction are frequently being asked to write articles for both State and national magazines. Recently articles by the following staff members have been noted:

"Initiating a State Program for In-service Training Through Workshops" by Julia Wetherington appeared in the February number of *Educational Administration and Supervision*, Baltimore, Md.

"Vocational Training for World War Veterans" by J. Warren Smith was the title of a 3½ page article in the Fall, 1945, number of *The U.C.C. Quarterly*, published by the Unemployment Compensation Commission.

"Remedial Swimming," by Major G. D. Wilson, M.C., and Captain R. J. Andrews, M.A.C., made its appearance in the February number of *The Journal of Health and Physical Education*.

"How the American Council on Education Works to Serve the Postwar World" by Hattie S. Parrott, was prepared for use in the NORTH CAROLINA STATE BULLETIN, for the Delta Kappa Gamma Society.

An article on how agriculture and homemaking students and teachers of Moyock School, Currituck County, co-operate by Rose Mary Codell ap-

peared in a recent number of the *American Vocational Journal*.

"Book Talk" by Mrs. Mary Peacock Douglas is a regular page that appears in the *North Carolina Parent-Teacher Bulletin*.

"Fewer and Larger High Schools Needed" by L. H. Jobe was the title of the lead editorial in the December *North Carolina Education*, official organ of the North Carolina Education Association.

"Using Audio-Visual Aids in the Social Studies" by Dr. H. Arnold Perry appeared in the January-February number of *The High School Journal*, published by the School of Education, University of North Carolina, Chapel Hill.

"North Carolina Display" by W. B. Logan came out in the December 1945 number of *Southern Display News*, official publication of the Southern Display Organization.

"Some Achievements in the Equalization of Educational Opportunities in North Carolina" by N. C. Newbold appeared in the *Education Forum* for May 1945.

In addition to these, other articles written by members of the State Department have appeared from time to time in various State and national publications.

Procedure for Allowing High School Credit to War Veterans Outlined

The procedure for accrediting the training and experience of persons discharged from the armed services who did not complete their high school course of study was recently outlined by Dr. J. Henry Highsmith, Director of Instructional Service, State Department of Public Instruction.

The steps in determining credit which should be allowed any student are outlined by Dr. Highsmith as follows:

1. Give credit for all units earned in high school as evidenced by a transcript of the high school record.

2. Allow one unit for one year's experience in the service or two units for two or more years' of such experience, if needed to meet the requirement of 16 units for graduation.

3. Grant credit for any training courses pursued in the armed services under the direction of the United States Armed Forces (USAFI), Madison 3, Wisconsin. This credit should be based on a unit of 150 clock hours, and should not be confused with units of work completed within one or two weeks.

4. Grant balance of credits necessary for high school diploma when the applicant takes the General Educational Development Test and attains a score of 35 or above on each of the

five tests, or an average standard score of 45, or a total score of 225. Information will be supplied as to where these tests will be administered.

5. If a veteran cannot meet requirements for graduation from high school on the bases outlined above it is suggested that he attend a regular high school or institution where refresher courses are offered.

6. Veterans who did not complete high school and who desire to enter college may take an examination including a psychological test, an English test, a mathematics test, and a reading test and upon passing such tests may be admitted to college. For full information about securing, administering and scoring these tests, write to Dr. W. D. Perry, Director of University Testing Service, U. N. C., Chapel Hill, N. C.

FUTURE HOMEMAKERS REPORT ON 1945 ACTIVITIES

Continued from page eleven

own communities. Arrangements are now being made for a State rally which will be held in Raleigh on May 4th. The delegates will be entertained at tea in the Governor's Mansion by Mrs. R. Gregg Cherry. Culminating the activities of the year, State affiliated Future Homemakers of America Chapters will have the privilege of a vacation week at White Lake Camp.

Teachers of Indian Schools Conduct Workshop

The teachers of the Indian schools of Robeson County in co-operation with Pembroke State College for Indians, conducted a workshop, which was completed December 6, 1945. According to plan, six two-hour sessions from 7:00 to 9:00 p.m. during the months of October, November, and December were held. An average attendance of over 100 teachers was recorded for each of the six sessions.

In addition to the six general topics which were discussed by outstanding speakers, the sessions were divided into six interest groups for more detailed study and report. The subjects for these specific reports were: Language arts, arithmetic, art, physical education, music, and library. Speakers and topics on the general sessions were: The Purpose of a Workshop by Dr. H. A. Perry, State Department of Public Instruction, The Most Pressing Needs of the Indian Schools of Robeson County, panel discussion; World Government by Dr. Samuel Levering; Effective Communication by Dr. R. D. Wellons; The Teacher by Professor J. S. Tippet, and Summarizing the Workshop by Dr. Perry.

Teaching of Radio Appreciation Recommended by National Committee

The teaching of radio appreciation as part of a course of study in dramatic arts for secondary schools is recommended by the High School Committee of the American Educational Theatre Association.

In a 52-page report, the Committee stresses the importance of giving the youth of our secondary schools basic "consumers" instruction in the three major areas of dramatic arts — radio, motion pictures, and theatre arts — as essential training for living in modern society. A projected one semester course in dramatic arts appreciation for all high school students, offered preferably during the freshman or sophomore year, calls for at least six weeks of instruction in radio appreciation, with emphasis placed upon the role of radio in modern society, history of radio, organization and operation of the modern radio station, types of radio programs, and criteria for evaluating radio entertainment. The Committee's recommendation take into consideration the social, educational and cultural impact of radio upon the thinking habits of young people everywhere. Particular attention, the Committee feels, should be given to the formation of standards of discrimination among young people in order to judge for themselves the merits of their radio, motion picture and theatre entertainment. — Service Bulletin of the FREC (Federal Radio Education Committee).

Leaflet "Industrial Arts Teaching as a Career" Now Available

A little leaflet entitled "Industrial Arts Teaching as a Career" has recently been prepared by Professor John R. Ludington, chairman of the Department of Industrial Arts Education of North Carolina State College and Consultant on Industrial Arts for the State Department of Public Instruction. This leaflet attempts to answer certain pertinent questions which a prospective teacher should desire answered, such as: "What is industrial arts? Who should consider the Industrial Arts teaching profession? And what are the opportunities for persons entering the Industrial Arts teaching profession?"

The leaflet has already been distributed rather widely over the county to libraries, vocational guidance counselors and others. Copies are available from Mr. Ludington to teachers who are willing to place them in the hands of high school boys who might be interested in this field as a career.

"Educational Reconversion Will Be Made Smoothly"—Knight

"Reconversion in education, which should be made promptly as possible, will be made perhaps more smoothly than will reconversion in any of the manifold activities of this country," it was stated by Dr. Edward W. Knight, Professor of Education of the University of North Carolina, in an article appearing in the January number of *School Management*, a national educational magazine. Dr. Knight is listed a regular member of the editorial staff as its editorial commentator.

The article by Dr. Knight points out that the resumption of local, state and national meetings, conferences, conventions, the return to the making of programs and addresses, the direction of panel discussions, and the passing of resolutions on multitudes of educational matters that had been suspended during the war are all evidences that the educational people of the United States are making the reconversion with ease and with a high degree of satisfaction. "If American education reflects life about it," Dr. Knight writes, "then it is but natural that the educational workers must get together and organize and have programs and speeches, and these are exactly as things should be."

Dr. Knight predicts bigger conventions in the months that lie ahead. "We can resume our discussions," he says, "of pressing pedagogical problems for the solution of which organizations are formed, conventions are held, programs are devised, committees on nominations and resolutions are appointed, and expense accounts are allowed. . . . Educational conventions, if properly attended, are civilizing influences and should be applauded as high among our most cherished social enterprises."

Board Approves Additional Tax Elections for Schools

The State Board of Education at its March 7th meeting approved applications for special tax elections as follows:

Martin County, Williamston 20 cents.

Surry County, Elkin, 20 cents.

Gaston County, Lowell, 12 cents.

Rawls-Spencer Mountain, 12 cents.

At the February 7th meeting of the Board special tax elections were authorized for Clayton, 25 cents, and Benson, 50 cents, in Johnston County and in the Whiteville city unit, 20 cents. Elections failed in case of the latter two instances, but carried in Clayton.

Teachey Named Supervisor Of Veterans' Farmer Training Program

A. L. Teachey, who has been Director of the Food Production War Training Program which has been conducted throughout the State as a part of the program of the Division of Vocational Education, has been appointed by State Superintendent Clyde A. Erwin as State Supervisor of the Veterans' Farmer Training Program.

This Program, which will be administered by the State Department of Public Instruction as a part of the program of the Division of Vocational Education, is to provide on-the-job training for veterans of World War II now farming or who want to become established in farming. The funds for paying its entire cost are made available by the Veterans Administration under the G.I. Bill of Rights. The State Board of Education at its February 7th meeting approved the plans of operating the program, which were prepared by the Veterans Administration and the Division of Vocational Education of the State Department of Public Instruction.

According to Supt. Erwin, "Every effort will be made to facilitate the organization and operation of this program so that the veterans may get the full advantage of the training facilities of the Division of Vocational Education." District Supervisors and teachers of vocational agriculture will have the responsibility for conducting and supervising this program in the various counties.

According to Mr. Teachey, "the on-the-job training can be provided on the veteran's own or rented farm, or some other farm, under a definite Farm Training Program, set up to meet his special needs." "Instruction," he said, "will be a combination of study and supervised farm, shop, laboratory, and class work."

"Any veteran desiring training on the farm should contact the teacher of vocational agriculture nearest to him."

Agricultural Students Perform Various Jobs

Students enrolled in the agricultural departments of the State's public high schools perform a variety of tasks in connection with their courses, it is learned from the reports of teachers of agriculture.

For example, according to H. N. Cherry, teacher of agriculture in the Leggetts High School, Edgecombe County, the classes in agriculture were busy for several weeks in the cannery, workshop, and in refinishing the gymnasium floor. "All the agriculture boys," he said, "took over the job of harvesting a two-acre potato crop on halves. The eighth grade boys and girls canned the potatoes for the United War Relief and for the school lunch room." In addition, these boys performed a number of miscellaneous jobs, such as repairs, building a tractor frame and body, and making doll furniture.

Down in Martin County, at the Oak City High School, according to J. L. Hassell, teacher of agriculture, various grade groups of boys have been studying the functioning of the cow's udder and blood testing for poultry, working on feeds and feeding, canning potatoes for UNRRA, studying crops judging, and seed identification.

Still further east, in the Perquimans County High School at Hertford, where G. C. Buck is the teacher in agriculture, it is learned that the boys belonging to the Future Farmers of America organization put on a Father-Son banquet just before Christmas which compared favorably in arrangement and menu with any put on by an expert career. The theme of the program was "The Change from War to Peace," and dealt mainly with the needs and helps that could be given to returning service men and women.

Bulletin Sent to School Libraries

Copies of Bulletin 46, "The Shrubs and Woody Vines of North Carolina," published and furnished complimentary by the Department of Conservation and Development have recently been sent to the high school libraries of the State by Mrs. Mary Peacock Douglas, School Library Adviser for the Department of Public Instruction.

This bulletin is a reprint from the Geological and Natural History Survey. The Foreword is by J. S. Holmes, Associate State Forester, and the wording of the contents is exactly the same as first written by Dr. M. A. Curtis, the author, in 1860.

The booklet lists and describes practically all of the common shrubs and woody vines native to North Carolina. It is an excellent guidebook for teachers interested in acquainting their pupils with the shrubs and vines of our State.

260 Are Awarded Honorable Mention in Fifth Annual Science Talent Search

Honorable mention was recently awarded to 260 high school seniors who participated in the fifth annual Science Talent Search. Announced by Watson Davis, Director of Science Service, the awards followed the recent selection of 40 finalists in the nation-wide search. None were from North Carolina.

The 260 students Mr. Davis cited as possessing "superior ability for scientific pursuits" were sifted from approximately 16,000 who entered in competition for \$11,000 in Westinghouse Science Scholarships last fall. Their names will be brought to the attention of degree-granting colleges and universities throughout the country, Mr. Davis said, explaining that in previous searches entrants so honored have averaged as much as \$240 apiece in scholarships toward their college educations. "This figure represents only the scholarships of which they took advantage, but does not reflect those which they couldn't accept," he declared. He added that, of course, not all honorable mention winners receive scholarships.

The 40 top finalists, whose names were previously announced, have been invited to attend the all-expense-paid five-day Science Talent Institute in Washington on March 1-5, at which time they will compete for the \$11,000 offered annually in scholarships. The search is sponsored by the Westinghouse Electric Corporation, with the scholarships provided by the Westinghouse Educational Foundation in the interests of the advancement of science in America.

Thirty-six states and the District of Columbia are represented in this year's group, with all the 48 states having scored during the five years the search has been conducted.

New York tops the list this year with 79, or nearly one third of the total. Ohio and Pennsylvania tie for second, with 19 each; while California has 15, New Jersey 13, and Illinois 11.

Committee on Elementary Education Outlines Its Report for April 20

A Report on Elementary Education is to be made by the North Carolina Elementary Committee of the Southern States Work Conference by April 20, it was decided at a meeting of the Committee in Raleigh on March 16th. A tentative outline of the Report was approved and reports of the studies being made by principals from participating schools were heard.

Specifically, the North Carolina Report, which was adopted by the Committee, will cover the following topics: (1) A statement of the point of view regarding the purposes and functions of the elementary school; (2) problems, issues, and needs in devel-



Allison W. Honeycutt, recently appointed North Carolina field representative of the Division of Surplus Property Utilization of the U. S. Office of Education.

oping the kind of elementary schools needed in North Carolina; (3) important movements, forces, and trends which facilitate or hinder development of desirable elementary schools; (4) illustrative accounts of schools in this State that are meeting school and community needs effectively; and (5) suggested policies and practices for a long term program to build better elementary schools in North Carolina.

One very important finding of the committee, which is to be a part of the Report, will be an answer to the question: Why pupils leave school? A questionnaire has been circulated in participating schools to boys and girls who have dropped out of school in an effort to determine why they leave school. Data on this and other school topics will be presented in the Report with a view of bringing about desirable school and community changes.

Co-chairmen of the Committee are Dr. Roy W. Morrison of the University of North Carolina and Dr. H. Arnold Perry of the State Department of Public Instruction. Other members of the Committee are: Willow Way Benbow, Winston-Salem; W. J. Boger, Jr., Whiteville; Grace Brunson, Winston-Salem; Theo Dalton, Graham; Virginia Kirkpatrick, Raleigh; Madeleine McCain, Raleigh; Margaret McGimsey, Morganton; N. C. Newbold, Raleigh; Hattie S. Parrott, Raleigh; Charles W. Phillips, Greensboro; Mary E. Propst, Concord; I. E. Ready, Roanoke Rapids; Julia Wetherington, Raleigh; M. E. Yount, Graham; Ella Stephens Barrett, Raleigh; and John H. Ludington, Raleigh.

U. S. vs. England's English

Professional jargon in the United States and England differ so much that it is difficult for schoolteachers in the two countries to understand what the other means in their respective professional writings, it is learned from a recent article in *The Outpost*, London publication "published by Americans in Britain."

The British persons are bewildered by references to "eight or twelve grades" and "an alphabetical grading system"; they cannot understand the difference between "junior high school" and a "junior in high school," or "junior college" and a junior in college." They hear about valedictorians, salutatorians, sophomores, sororities, fraternities, cheer-leaders, and pep sessions.

Americans, on the other hand, are equally puzzled by references to forms or the equivalent standards in council schools, to head-boys and head-girls, monitors and prefects, by discussions of "matric," or "school certificate" or "high school certificate" examinations. They are also unfamiliar with the use of the word "infant" to mean a kindergarten, or of "junior" to mean a child in the seven to eleven age group.

Even in the field of science, the article goes on to state, the differences are now so marked that a scientist on this side of the ocean may have difficulty in understanding an article written by an American. A "barn" in England is a building in which animal foodstuffs are kept, not a building in which the animals themselves are housed. In England cows are housed in cow-sheds; in Scotland, in byres. Americans keep "chickens," the British keep "fowls." "Corn" means any kind of grain in England.

Speech Training Syllabus Is Prepared for Schools Of Fayetteville

A syllabus in speech training has been prepared for the Fayetteville city schools. According to the Foreword by Superintendent Horace Sisk, "this syllabus is an attempt to furnish some suggestions that may help all of us in getting better results in training our children to express themselves orally in a satisfactory manner." The construction of the syllabus was largely the work of Mrs. George Tracy, teacher in the Person Street School. The suggestions which the syllabus presents are to be used by teachers of all subjects, grades 1-12, Supt. Sisk states.

According to J. Henry Highsmith, Director of Instructional Service for the State Department of Public Instruction, this syllabus should aid the teachers of Fayetteville in doing a much better job of instruction than if such suggestions had not been prepared. I commend its use to other teachers of the State, especially teachers of English. I'm sure Supt. Sisk would give permission for its being reproduced by other schools."

Laws, Rulings and Opinions

Transfer of Students From One Unit to Another; Disciplining Children After School Transported by Buses.

In reply to inquiry: I acknowledge receipt of your letter in which you ask the following questions:

"1. Is there any school law which prohibits teachers from keeping students, who come and leave by bus, after school for disciplinary reasons? In short our method of punishment for violations of our rules is 'staying in after school'."

I know of no statute which answers this question and it seems to me that it would be one of an administrative character rather than legal. May I suggest that you take this matter up with the State Board of Education or Superintendent Erwin as to the general administrative policy followed in the State.

"2. City Administrative Unit is a special tax district. Can we prohibit students living outside the district from coming to this school?"

"3. Can we prohibit these students when the bus from another district runs by their home?"

It seems to me that the answer to your second and third questions is found in Section 5 of the School Machinery Act of 1943, which provides that "it shall be within the discretion of the State Board of Education, wherever it shall appear to be more economical for the efficient operation of the schools, to transfer children living in one administrative unit or district to another administrative unit or district for the full term of such school without the payment of tuition: Provided, that sufficient space is available in the building of such unit or district to which the said children are transferred: Provided further, that the provision as to the non-payment of tuition shall not apply to children who have not been transferred as set out in this section."

It therefore appears that as to whether or not you may prohibit children outside of your district from attending your school without the payment of tuition, depends on whether or not the transfer of such students has been made by the State Board of Education, or if the children are attending your school voluntarily and without having been transferred by the State Board. If they have been transferred by the State Board, you may not charge tuition; if they have not been so transferred, it seems that you may charge it.—Attorney General, September 17, 1945.

Discharged Servicemen; Right to Claim Positions As Teachers and Principals; Rights of Incumbent to Compensation for Discharge From Position.

In reply to Inquiry: Receipt is acknowledged of your letter of December 7, enclosing two letters from Mr. _____, Superintendent of _____ County Schools, under dates of November 7 and 20.

It appears from Mr. _____ letters that a former principal of a school in his county has been discharged from the Army and has requested that his job be given back to him and this has been done, making the position available to him on November 12, 1945. It also appears that in the absence of the soldier, his position had been filled by a teacher who had signed a contract in May, 1945, for the 1945-46 term and this person taught in the schools in July and August, 1945. It seems from Mr. _____ letters that the party who signed the contract has been relieved from his position and Mr. _____ asks the following question in his letter of November 20:

"Does _____, who has been teaching since _____ has been in the Army and who signed a contract for the term 1945-46 and taught two months have any rights under this contract to ask for salary for the remaining seven months and will the State Board provide any money for such cases?"

Under the Federal Act, the State and local governments are not required to restore positions to returning veterans but the Act recommends that this be done, as, of course, the Federal Government would have no power to pass legislation compelling states to be bound by such provisions. It is, however, my understanding that all State and local agencies of government are complying with the recommendations as a matter of sound public policy and in justice to our returning veterans. As the principal is not an officer entitled to a leave of absence under the North Carolina statute, the provisions of that statute would not be applicable to this present situation.

Whether or not a person who lost his position, by reason of a returning veteran, would be entitled to claim for compensation for the balance of the contract term, would depend upon whether or not at the time the contract was made there was any agreement, express or implied, that upon a return of the veteran he would resign and make the position available to the returnee. If no such agreement was entered into and the person whose position is taken insists upon his legal rights to demand compensation for the

unexpired portion of the contract, this will, in turn, depend upon whether or not, after making a reasonable effort, he is unable to find other employment which he is able to perform and whether or not in such employment he could or should receive as much or more compensation than he would have in the teaching position. In other words, in order to recover in such an action, the claimant would have to establish the fact that after making reasonable efforts, he was unable to find other employment and by reason of such fact suffered financial loss.

Before the Board of Education of _____ County could voluntarily pay such person for the unexpired period of the contract, it would have to ascertain whether or not he was able to secure other employment and to what extent, if any, he suffered financial loss on account of same. In these times, in which there is such a shortage of manpower and when there are so many positions available to people who seek employment, it is doubtful that such person could establish the essential fact that he was unable to secure other employment, but this would be a question for a court or jury, or for the Board of Education of _____ County, if they attempted to pass upon the question.

If such compensation is provided to the person who has been relieved of his position by judgment of the court or voluntary action of the County Board of Education, I know of no provision in the law which would permit such payments to be reimbursed by the State Board of Education. The law is simply silent on this subject.

The question necessarily involves an indefinite answer, as the facts in any particular case would have to be fully developed before anyone could have any complete or final opinion about it. In other words, each case would have to stand on its own bottom.—Attorney General, December 11, 1945.

School Sites; Condemnation Procedure

In reply to inquiry: I have your letter of November 21, stating that the _____ School District desires to increase the area of the school's campus by incorporating additional frontage on Main Street owned by a private individual, and that this matter is now pending under consideration between the local Board and the County Board of Education. You inquire as to the procedure for condemnation in such cases in the event the additional property cannot be acquired by purchase.

The several questions which you ask are answered by the provisions of

Continued on page sixteen

FROM THE PAST

5 Years Ago

(Public School Bulletin, April 1941)

The General Assembly of 1941 passed an act providing "for the extension of the public school system to embrace twelve grades in those school districts requesting the same "to be paid for from the appropriation made for the operation of the State eight months school term.

The fifth annual North Carolina Scholastic Press Institute will be held at Chapel Hill on May 2 and 3, 1941.

The School Machinery Act was amended so that teachers who are not notified before schools close that they are *not* to be retained will have contracts automatically extended.

The query which is under discussion in all debates of the North Carolina High School Debating Union this year is: "Resolved, That the United States should adopt a policy of requiring one year of military training of all able-bodied men before they reach the age of 23."

20 Years Ago

(State School Facts, April 15, 1926)

Retardation is one of the vital problems in school administration. This is the group of children that needs the attention of the schools at this time. There were 262,079 white children and 174,107 colored children in this group during the year 1924-25. These figures represented 46.85 per cent of the white enrollment and 69.52 per cent of the colored enrollment of the number of white pupils retarded, 214,341, or 81.8 per cent, were rural pupils and 47,738, or 18.2 per cent were city pupils. These pupils were retarded all the way from one year to as much as 14 years.

30 Years Ago

(Biennial Report, Superintendent of Public Instruction, 1914-15, 1915-16)

The total available school fund for the year ending June 30, 1916, was \$7,272,887.70.

The total expenditure for all schools during 1916 was \$6,561,646.84, which represents an increase of \$994,653.95 over 1914, an increase of \$55,473.55 in the expenditures of rural schools, and \$339,180.40 in the expenditures for city schools.

In 1916 the total value of school property of the State was \$11,489,881.77.

In 1916 there were 8,088 school-houses in the State—7,743 rural and 345 urban, 5,449 rural white and 2,294 rural colored, 225 urban white and 120 urban colored.

The increase in the school census in 1916 over 1914 was 48,037—35,600 white and 12,437 colored. The increase in the school enrollment was 49,599—39,709 white and 9,890 colored.

In 1916 the average length of school term in the white rural schools was



LAWS, RULINGS AND OPINIONS

Continued from page fifteen

G.S. Section 115-85. This statute is the only one I know of which authorizes the condemnation of school sites and its procedure would, therefore, have to be followed. I believe that the schools are a city administrative unit and its affairs managed by the local Board of Trustees. If such is the case, the Trustees of the city administrative unit would be the ones to proceed to acquire a site by condemnation following the terms of this statute.

Your seventh question is as to whether or not there is an absolute right of condemnation regardless of the rights of the landowner of the use of his land.

The statute conveys the sovereign right of condemnation in favor of the school board having charge of the school, and no reservations are made with respect to the character of use of the property by the private individual who owns it. The damages to be awarded would be supposed to compensate the owner for the original value of the property. Under our decisions, the school board would be the proper authority to determine whether or not the land was necessary for extension of the school site. See *Board of Education v. Pegram*, 197 N. C. 33; *Board of Education v. Forrest*, 190 N. C. 753. You ask what constitutional statutory limits are placed on the acquiring public agency with respect to either area or the value of the area to be acquired, in respect to the population of the town or the school district.

The statute, G. S. 115-85, places a limit of ten acres upon the area to be acquired, but I do not find any other limitation. — Attorney General, November 23, 1945.

117.6 days, in the city white schools 170.5 days, in all white schools of the State 127 days, in the rural colored schools 104 days, in the city colored schools 166 days.

FROM THE PRESS

Charlotte. The approximately 33,000 children in the city and county schools, who are members of the Junior Red Cross, during the week ending yesterday (Feb. 22), counted, stacked, packed and boxed 204,000 items to be used in the Red Cross campaign, starting March 3.

New Bern—Craven. Some 45 of the teachers in New Bern and Craven County schools gathered at the Bridgeton school Thursday afternoon for a demonstration and discussion of the use of music in the schools by Miss Birdie Holloway, an instructor at Woman's College who is serving with the State Department of Public Instruction during the spring semester.

Harnett. A 25-room teacherage valued at \$100,000 has been given to the Harnett County school board by Erwin Cotton Mills.

Vance. Four schools in the county participating in the child-feeding program received a total of \$800.45 in State and Federal funds during the month of December E. M. Rollins, county superintendent, reported today (Feb. 26).

Warren. The State's standard milk ordinance was adopted by the Warren County Board of Health which met here on Monday morning (Feb. 25) in the office of Superintendent of Schools J. Edward Allen.

Winston-Salem. Approximately 60 men have registered and are taking classes in the Veterans Training School at Reynolds High School, P. B. Raiford, director, said today (Feb. 28).

Union. The recently-organized Student Government association at the local high school (Wingate) will begin its regular weekly meeting tomorrow morning under the faculty supervision of J. E. Hogan, the school principal.

New Hanover. A *Star* editorial yesterday recommended the planting of onions in the annual New Hanover schools garden contest as a possible means of alleviating the onion shortage here brought a prompt response.

Surry. Public reaction to the plans announced last week for the calling of a special election to decide whether or not Elkin township may obtain a local administrative school unit, has been very favorable, *The Tribune* learned Tuesday (Feb. 26) following a check of various civics and school groups.

Greensboro. Principals of Greensboro schools met with Ben L. Smith, city school superintendent, yesterday afternoon (Mar. 4) and received instructions for giving standardized achievement tests.



Progress in Securing Surplus Property For Educational Institutions Cited At Meeting of State Agency

The progress that the State has made in securing surplus property for the use of educational institutions was cited by A. W. Honeycutt, field representative of the U. S. Office of Education, at a recent meeting of the State Educational Agency for Surplus Property, which was appointed recently by Governor Gregg Cherry at the request of U. S. Commissioner John W. Studebaker.

"Our first job," Mr. Honeycutt stated, "was the compilation of a list of 482 institutions that might be eligible to conform to the Surplus Property Administration Regulation No. 14, which permits a second priority for the purchase of surplus materials at a 40 per cent discount. Official certification symbols for the purchase orders from eligible institutions were recently mailed out. In addition notices of catalog offerings and instructions on how to make and place orders in conformity to SPA procedures and regulations have been mailed to these institutions."

Already, Mr. Honeycutt further pointed out, the State has been able to secure a good share of much-needed surplus property for a number of health and educational institutions. A plan has been worked out whereby surplus property needed by the public schools may be shipped to 11 points throughout the State. To these places a total of 28 carloads have been shipped.

A survey of educational institutions offering courses to veterans indicates the sale of quantities of cots, mattresses, pillows, pillowcases, sheets, blankets, comforts, spreads and face towels to 28 institutions.

As an aid in processing orders and increase the service to North Carolina educational institutions, the Raleigh branch office of the War Assets Administration has been transferred to Charlotte where a consumer goods division is being established. Allison W. Honeycutt, field representative of the U. S. Office of Education, has been authorized to review, approve and certify orders from eligible educational institutions at Charlotte and spot sales in North Carolina.

The North Carolina Educational Agency for Surplus Property Utilization is composed of the following persons with State Superintendent Clyde A. Erwin as chairman and those starred comprising the Executive Committee:

- *Mr. W. Z. Betts, Director, Division of Purchase and Contract, Raleigh.
- *Mrs. Ellen Winston, Commissioner of Public Welfare, Raleigh.
- *Dr. Clyde A. Milner, President, N. C. College Conference, Guilford College.

*Supt. J. K. Knox, President, State Superintendents' Association, Salisbury.

*Dr. Clyde A. Erwin, State Superintendent of Public Instruction, Raleigh.

Mr. W. F. Credle, Director of Schoolhouse Planning, Raleigh.

Dr. Carl V. Reynolds, Secretary, State Board of Health, Raleigh.

W. D. Carmichael, Jr., Controller, Greater U. N. C., Chapel Hill.

Dr. James E. Hillman, Secretary, N. C. College Conference and Chairman, Veterans Educational Commission, Raleigh.

Principal Henry A. Helms, President, United Principals' Association, Raleigh.

*Mr. Paul Reid, Controller, State Board of Education, Raleigh.

*Dean J. B. MacRae, Secretary, N. C. Negro College Conference and Acting Inspector, Negro High Schools, Raleigh.

Dr. J. E. Shepard, President, N. C. College for Negroes, Durham.

Prof. Oliver K. Cornwell, Director, Physical Education, U. N. C., Chapel Hill.

Mr. C. C. Brown, Director, Division of Transportation, Raleigh.

Mr. R. M. Rothgeb, General Manager, N. C. Hospitals Board of Control, Raleigh.

Dr. H. Arnold Perry, Associate Director, Division of Instructional Service, Raleigh.

Mrs. Anne W. Maley, Supervisor, Child Feeding Program, Raleigh.

Rt. Rev. Dennis A. Lynch, c/o Chancery Office, Raleigh.

Dr. N. H. Harris, Head, Teacher Education, Shaw University, Raleigh.

Mrs. Annie Laurie McDonald, President, N. C. E. A., Hickory.

Mr. C. W. Blanchard, Acting Director, Division of Plant Operation, Raleigh.

*Mr. J. Warren Smith, Assistant Director, Division of Vocational Education, Raleigh.

Miss Catherine Dennis, State Supervisor of Home Economics, Raleigh.

Miss Marjorie Beall, Secretary, N. C. Library Commission, Raleigh.

Mr. A. S. Bromer, Administration Assistant, Duke University, Durham.

INTERESTING ARTICLES IN THIS ISSUE

| | |
|--|----|
| State Superintendent's Letter | 2 |
| Smoking (Editorial) | 3 |
| Good Business Parallels Good Education | 5 |
| "Surplus Property Cannot Come to You" | 11 |
| A Persian Proverb | 16 |

Aeronautics Bulletins Available

Schools interested in the teaching of aviation may secure from the Civil Aeronautics Administration copies of the following bulletins:

No. 23—Civil Pilot Training Manual.

No. 24—Practical Air Navigation.

No. 25—Meteorology for Pilots.

No. 27—Pilots' Airplane Manual.

No. 28—Pilots' Powerplant Manual.

No. 29—Pilots' Radio Manual.

These bulletins may be obtained on request to W. M. Robertson, Regional Administrator, 84 Marietta Street, N.W., Atlanta, Ga. Requests should indicate the number of each bulletin desired.

Reid Advises Superintendents Concerning Workmen's Compensation

Accidents requiring medical and/or hospital attention to school employees who receive a part or all of their pay from State funds should be reported immediately to the State Board of Education on Form No. 19, superintendents were advised by Paul A. Reid, Controller, in a letter dated March 22.

"Workmen's compensation benefits will apply only to those employees who are injured in line of duty," Mr. Reid stated. "For example," he said, "if a teacher is injured in an automobile accident on her way to school, workmen's compensation would not apply. If a teacher is injured on the playground, assisting in loading buses, directing a school play, or in any other school activity, then the teacher would be covered by workmen's compensation."

Mr. Reid also advised superintendents to take employees off of their regular pay rolls immediately in order that the compensation benefits may be applied in case the accident will qualify the employee for compensation benefits and loss of time beyond five days.

Under the law as construed by the Attorney General, Mr. Reid further pointed out, the State is charged with the liability of each school employee, under the Workmen's Compensation Act, for all cases in which the employee receives pay from the State. "For employees who receive any part of their pay from the State, the local unit need not secure compensation insurance protection for the employees, since the State is solely liable."

STATE OF NORTH CAROLINA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CLYDE A. ERWIN
STATE SUPERINTENDENT

RALEIGH

May 15, 1946.

To Superintendents, Principals and Teachers:

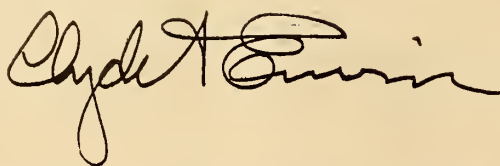
The March issue of this publication included an article regarding the acquisition of surplus property by educational institutions. So many changes in administration, procedure, and available information have occurred since then that I am impressed with the need of conferring with you by letter on this important subject.

The possibilities of meeting many equipment and supply needs justify your careful investigation, planning, and follow up immediately and throughout the summer months. The personnel and spirit of the State Educational Agency, which met in my office on April 2, augurs well for the future acquisition of surplus property for our schools. Our educational agents for the location and acquisition of surplus property are doing a good job and picking up more "know how" each day. They are keenly desirous of helping you. Do not hesitate to call them.

In this connection, it has been suggested that principals and superintendents coordinate regularly on items available and how best to secure them during the period of availability or upon attendance at price-tagged and other types of sales. The State Agency, assisted by the U. S. Office of Education, will issue frequent bulletins announcing significant developments in the surplus property fields. It was further suggested at our first meeting that announcements and instructions sent out from the Agency to county and city superintendents and the articles appearing in this BULLETIN be carefully read and followed up. Be sure to read General Gregory's letter, excerpts of which appear elsewhere in this issue.

Your consistent, persistent and aggressive co-operation is indispensable in acquiring surplus property. Those who have followed and are following this policy are being well repaid for their efforts.

Very truly yours,



State Superintendent of Public Instruction.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, NORTH CAROLINA

CLYDE A. ERWIN, *State Superintendent of Public Instruction*

L. H. JOBE, *Director, Division of Publications, Editor*

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Editorial Comment

WHAT DO TEACHERS DO?

Many people have the notion that teachers have nothing to do but teach—that they have a short working-day, from 9 to 3 for five days a week, or only 20 days a month, for which they receive the munificent salary of from \$125 to \$175 per month. In addition, these people say that teachers have ten days or two weeks vacation at Christmas, and other holidays—Thanksgiving, Easter, Labor Day, Armistice Day and Good Friday—including a long summer vacation. It sounds like a luxurious life. And perhaps it is to some teachers.

But to the good teacher, the duties of the teacher are more than the routine described. The good teacher must prepare for her classes. Materials must be assembled. Most teachers must study and plan each day's work. Much out-of-class consultation with students must be carried on; out-of-class activities must be planned and supervised. In the high school there are many papers to be examined and corrected. Good teachers should make personal contacts with their students, help them overcome their weak points, and furnish guidance and inspiration to their young minds. Then, too, there is the question of contact with the parents. Such contacts are desirable. And once a month the PTA meets. Then there are staff meetings and committee meetings which are desirable and helpful in the well-organized school.

As for holidays and vacations, it should be known that the teacher receives no pay for this time off. The school term is usually 180 days, exclusive of holidays. Vacations are usually periods when the teacher is unemployed or away at school making an effort to improve her teaching ability. During this period the teacher must live, and the salary she has received during the nine months for which she was paid must be used to pay for this living.

Is the job of teaching an easy one, one that is devoid of work, one for which the teacher receives a handsome salary? Our answer is no, if the teacher is a good teacher. True, teachers are receiving better salaries than they ever have received in recent years. There should at the same time be more good teachers and better teaching. Persons having charge of the employment of teachers should examine very carefully the qualifications of those who apply for teaching positions, and by qualifications we mean more than simply college training.

SMOKING

It is our opinion that smoking by students should not be permitted on school grounds, or in any room set aside as a smoking room. And we think teachers as a matter of course should abide by the same rule. Our reason for this opinion is solely on the score of health. We are aware of the fact that there are some, even doctors, who think that smoking has no harmful effects upon the human body. There are others, however, who state that the inhalation of tobacco smoke by youth and adults alike leaves a residue of nicotine upon the lungs which eventually may do harm, especially when it is done to excess. There is also evidence to indicate that this in turn affects the blood and the whole nervous system.

Here is what the State-adopted text in *Safe and Healthy Living* for use in the fourth grade says about the harmful effects of tobacco:

"First, tobacco smoke injures the delicate membrane or skin on the inside of the nose and throat. . . .

"Second, tobacco hurts the hearts of many persons who smoke too much. . . .

"Third, we know that athletes, such as baseball players, football players, and men who run races, do not smoke, when they are in training. Athletes need strong lungs, and tobacco makes the lungs less able to do their work. . . .

"Fourth, business men do not allow smoking during working hours in most shops or offices because they know that smoking keeps one from doing his best work. . . ."

The adopted text for sixth grade pupils states that "although there is a difference of opinion as to the effects of tobacco on persons who have grown up, all doctors say that if tobacco may be used at all, young people should wait until they are at least 21 years old before they start to smoke."

The ninth grade State-adopted text says, "Tobacco, like alcohol, opium, tea and coffee, possesses the power of arresting oxidation in living tissues and thus interferes with normal metabolism. It also produces a nervous excitement which an immature body is unable to control. It is, therefore, most harmful to young growing people."

How can parents, a board of trustees, or a school condone or permit smoking in school or on the school grounds, if these things are true? How can there be integrity in school if we teach one thing but do not control the conditions that permit the violation of the truths which we teach? It appears to be inconsistent to teach one thing but condone its opposite. We wonder, therefore, if schools are provided to teach boys and girls how to live most healthfully, or whether textbooks are

written as a source of information and teachers are employed to point out this information for its own sake rather than to teach the child a lesson to be followed. It seems to us, therefore, that schools and those having them in charge should do all in their power to teach the harmful effects of tobacco upon the growing youth rather than condone or permit its use by students on school property.

GOOD BUSINESS— GOOD EDUCATION

The full-page chart appearing elsewhere in this BULLETIN very clearly indicates the relation of good business to good education. We are indebted to the *Trends in Education-Industry Cooperation* for the use of this chart. Because we think this chart has beneficial implications for public education we invite our readers to examine it carefully. If the business men of this nation could only realize what this chart so vividly shows, there would be a greater willingness on their part to support the efforts of educators in the improvement of the public schools of the nation in those states that now rank below the level of the average state.

CONCLUDING VOLUME X

With this number we conclude Volume X of this publication. As you who have been on the mailing list during this entire ten-year period know, we began the BULLETIN in October 1936 and issued eight 24-page numbers the first school year by the mimeograph process. The next two years we issued nine 24-page numbers each year by the mimeograph process.

With Volume IV we started printing this publication, beginning with an eight-page paper. This was increased to 12 pages with Volume V in the fall of 1940 and continued for two years. The present 16-page BULLETIN was inaugurated by Volume VII in September 1942, and thus it has been ever since.

There have been other changes in the make-up and content of this paper—all with the view of improving its readability, interest and usefulness. As we conclude this particular volume we are wondering if there are still further improvements we can make when we start Volume XI this fall. We have the feeling that we may be in a "rut" now, but if there are other improvements that go into a paper of this kind we hope that you, the reader, will tell us. It is our effort to please you, so let us have your suggestions.

Survey Shows States Provide Inadequate Health Services For School Children

■ Health services provided the children of the nation are inadequate, is one of the conclusions drawn from a tabulation of questionnaires received from 45 of the 48 states to which questionnaires on the provision of health services by state health and education departments and the means used by these two agencies in the co-ordination of their work among school children were sent by a committee from the Society of State Directors of Health and Physical Education, headed by Charles E. Spencer of the North Carolina Department of Public Instruction.

Other conclusions, the report shows, were the following:

1. That there is a need for clarification of functions and responsibilities of the personnel of health and education departments.
2. That joint health committees of state health and education department personnel provides a good method for effective co-operation in school health.
3. That both health and education departments can be of greater service to the states by co-operating with the other agency.
4. That health instruction is primarily a responsibility of the state education department but that education departments should consult with health departments on technical health matters.
5. That there is little or no evidence which indicates what or how is the most effective way for administering the school health service program. Each state seems to be well satisfied with the system used in that state. There is some tendency towards the assumption of the responsibility for health services by health departments on the state level.
6. That both state health and education departments need additional personnel with special training in school health and physical education.
7. That health department personnel, as a rule, do not have adequate training in school work.
8. That education department personnel, as a rule, do not have adequate training in public health.
9. That there is little uniformity with regard to the type or extent of health services provided for school children in the several states or within most states.
10. Volunteer agencies provide most of the funds for correcting physical defects.

North Wilkesboro Purchases New Library Books

The North Wilkesboro High School has recently purchased 437 new library books costing approximately \$650 from the Division of Textbooks, State Board of Education. These books are mostly modern fiction, poetry, science, history and music.

School Children to Witness Lost Colony Drama

Thousands of school children will visit Roanoke Island this summer to witness Paul Green's great historic drama, the Lost Colony, which is to be resumed in production at old Fort Raleigh after a war-caused layoff of four years, it is forecast by John A. Walker, General Manager of the Lost Colony production.

This elaborate play, which is presented on the very site where Sir Walter Raleigh's early colonists landed and attempted to establish homes in the New World more than 360 years ago, is based on actual historic fact; and for this reason, according to Mr. Walker, possesses a powerful appeal for children of school age, as well as for all other persons who are interested in American history.

Its production was begun in 1937, when the island, which is in coastal Dare County, was celebrating the 350th anniversary of the birth of Virginia Dare, first white child of English parentage born in the New World. It was presented about 50 times each summer through 1937, 1938, 1939, 1940 and 1941, and in that time was attended by more than half a million persons, among them many school children. Such celebrities as President and Mrs. Roosevelt saw the play, and they and drama critics joined in praising it.

This year, besides the children who accompany their parents to the show, it is expected that many children will attend in escorted groups, many spending the night on Roanoke Island.

Green, Pulitzer prize winner, wrote the Lost Colony free of charge and since 1937 has turned down many movie offers for rights to produce it on the screen. It will remain, he says, on Roanoke Island. The play is sponsored by the Roanoke Island Historical Association, headed by former Governor J. Melville Broughton.

This summer, the premiere is scheduled for June 30, and the Lost Colony will be presented each night through the opening. Thereafter, it will play five nights each week — Wednesday, Thursday, Friday, Saturday and Sunday—through July and August, coming to a close for the season with a final showing on Labor Day night.

VHP-1 Order Forbids Erection Of School Buildings

County and city superintendents have been notified by W. F. Credle, Director of Schoolhouse Planning for the State Department of Public Instruction, as to the effect of Veterans' Housing Program Order 1, issued February 7, 1946, on school building construction.

According to Mr. Credle, the order contains the following facts pertinent to schoolhouse construction:

"1. It does not apply to work which was begun before March 26, 1946, which is being carried on on that date, and which is carried on normally after that date.

"2. It forbids the beginning of construction on school buildings where the construction, repair, alteration or installation job exceeds \$1,000.

"3. On jobs costing more than \$1,000, which are of an emergency nature, Form CPA-4423, the same being an application for permission to begin construction, should be obtained from Mr. Chester O. Ensign, Director, Civilian Production, Greensboro, N. C. Mr. Ensign's telephone number is 8702."

"Naturally," Mr. Credle says further, "we shall want to co-operate in every way possible in this laudable undertaking. In the meantime, and until the restrictions are lifted, we can carry on with our mammoth job of planning modern school plants for the years that lie ahead."

Home Economics Dept. to Get Special Prices in Purchasing Electrical Appliances

Plans are being made by the Division of Purchase and Contract by which home economics departments of schools or institutions may purchase various electrical appliances at a considerable discount from the manufacturer's price and at the same time have the privilege of replacing such appliances each year for a period of five years without additional expense other than freight charges.

According to J. M. Johnson, Assistant Director of the Division of Purchase and Contract, in a memorandum to all State agencies under date of March 20, one leading electrical appliance manufacturer has already made a proposition including certain special prices and replacement agreements. "It is the intent of the Division," he stated, "to enter into such a contract, after thoroughly canvassing the market." The following types of appliances, he further states, will be offered in connection with the plan contemplated: refrigerators, home freezers, laundries, ironers, ranges, dishwashers, water heaters, roasters and vacuum cleaners.

Certifications covering such contracts will be furnished to superintendents and other State agencies just as soon as they are available.

Good Business Parallels Good Education

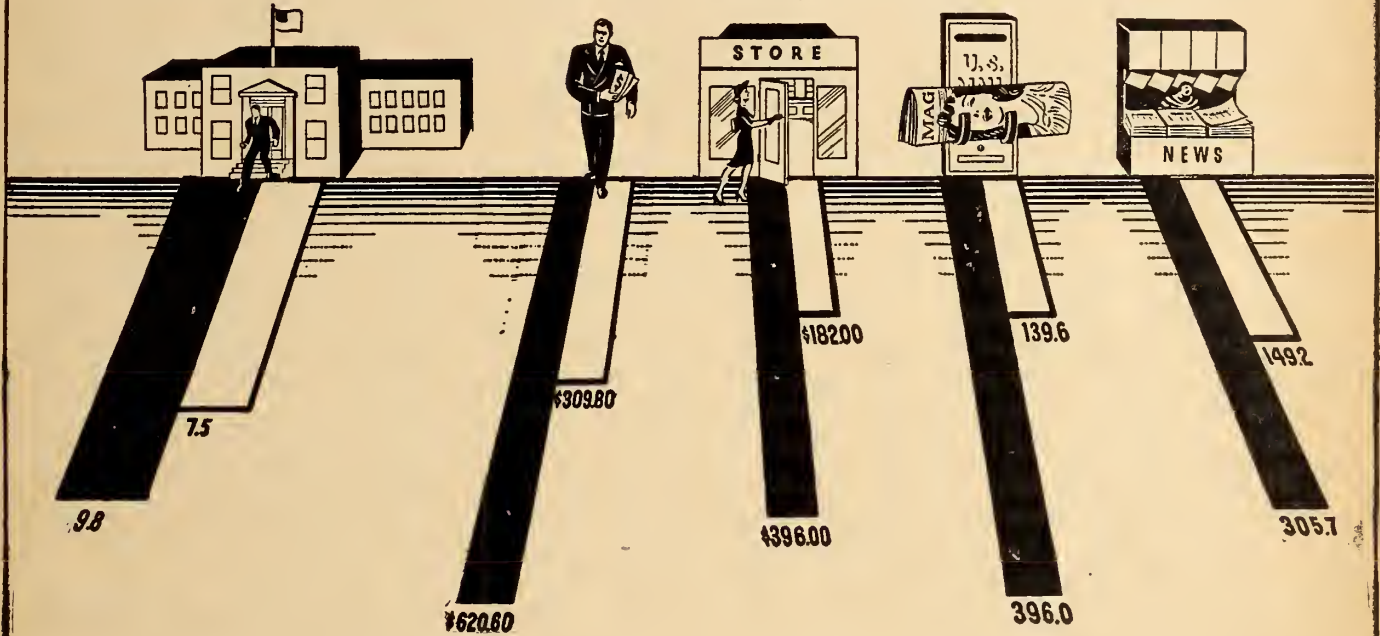
Median years of school completed by persons 20 years of age and over (1)

Income per capita (2)

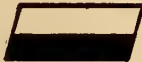
Retail sales per capita (3)

Circulation of 18 national magazines per 1,000 population (4)

Newspaper circulation per 1,000 population (5)



LEGEND



TEN LOWEST STATES*
TEN HIGHEST STATES*

(1) U. S. Census, 1940
(2) Estimates of U. S. Department of Commerce
(3) U. S. Bureau of the Census
(4) Audit Bureau of Circulations and U. S. Chamber of Commerce
(5) Editor and Publisher — the Fourth Estate

*Based on Number of Years of Schooling as Shown in First Column

Compiled by the N. E. A. National Commission for the Defense of Democracy Through Education

Income per capita of population and retail sales per capita are more than twice as high in states where the average citizen has been to school longest than they are in states where he has had least schooling. This is the finding of a survey compiled by the National Commission for the Defense of Democracy Through Education.

The survey also showed that the circulation of eighteen national magazines per thousand of population and also of newspapers was more than twice as high in states where citizens have been to school longest than in states where they have been to school least. The chart above, gives a graphic illustration of the relation between prosperity and good education.

The figures on which the chart is based are given in the tables below. Column 1 shows the median number of years of

schooling completed in each state listed. Column 2 is the yearly per capita income. Column 3 shows the yearly per capita retail sales. Column 4 shows the yearly circulation per thousand people of eighteen national magazines. And Column 5 shows the similar figures for newspapers in each state.

(See Chart above)

| | (1) | (2) | (3) | (4) | (5) |
|--|------|-------|-------|-------|-------|
| <i>Ten States Highest in Education</i> | | | | | |
| Utah | 10.8 | \$489 | \$311 | 269.3 | 266.2 |
| California | 10.3 | 808 | 462 | 431.1 | 338.1 |
| Nevada | 10.1 | 843 | 564 | 509.3 | 328.9 |
| Washington | 9.9 | 644 | 385 | 443.6 | 352.8 |
| Wyoming | 9.8 | 599 | 398 | 425.6 | 209.3 |
| Oregon | 9.7 | 579 | 406 | 461.4 | 350.4 |
| Idaho | 9.5 | 442 | 335 | 376.0 | 191.7 |
| Massachusetts | 9.4 | 769 | 403 | 329.0 | 534.7 |
| Colorado | 9.3 | 530 | 364 | 365.7 | 274.4 |
| Maine | 9.2 | 503 | 332 | 348.5 | 210.7 |

Averages

| | (1) | (2) | (3) | (4) | (5) |
|---------------------------|-----|-------|-------|-------|-------|
| <i>Ten Highest States</i> | 9.8 | \$620 | \$396 | 396.0 | 305.7 |
| <i>Ten Lowest States</i> | 7.5 | 309 | 182 | 139.6 | 149.2 |

(See Chart above)

| | (1) | (2) | (3) | (4) | (5) |
|---------------------------------------|-----|-------|-------|-------|-------|
| <i>Ten States Lowest in Education</i> | | | | | |
| Kentucky | 8.3 | \$313 | \$183 | 142.0 | 137.3 |
| Tennessee | 8.2 | 319 | 208 | 150.9 | 208.5 |
| Arkansas | 8.1 | 257 | 153 | 140.6 | 128.2 |
| Virginia | 7.6 | 447 | 235 | 197.8 | 185.8 |
| Mississippi | 7.4 | 205 | 129 | 103.7 | 74.6 |
| N. Carolina | 7.4 | 320 | 177 | 143.5 | 143.6 |
| Alabama | 7.3 | 266 | 154 | 119.6 | 140.6 |
| Georgia | 7.2 | 317 | 200 | 132.7 | 153.8 |
| Louisiana | 6.9 | 365 | 206 | 140.2 | 186.9 |
| S. Carolina | 6.8 | 289 | 175 | 125.1 | 123.1 |

Preamble to the UNESCO Constitution

Constitution of the United Nations: Educational, Scientific and Cultural Organization

The Government of the States Parties to This Constitution, on Behalf of Their Peoples, Declare

that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed:

That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern;

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must, therefore, be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For These Reasons,

the States Parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and a truer and more perfect knowledge of each other's lives;

In Consequence Whereof

they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its charter proclaims.

Teaching Unit Issued on Children of United Kingdom

A teaching unit, *Boys and Girls of the United Kingdom*, has recently been issued by the Department of Classroom Teachers of the National Education Association. The unit has for its purpose the creation of better understand-

ing between boys and girls of the United States and Great Britain. It was written by four American teachers who toured England, Scotland and Wales during October 1945. Single copies are available at 15 cents each from the Association headquarters, 1201 16th St., N.W., Washington 6, D. C. Discounts are allowed for quantity purchases of two or more copies.

The Schools Are Yours

The National Education Association, in co-operation with the National Broadcasting Company, presents *The Schools Are Yours!*

The radio series, in which Tom Webber, typical citizen of any community, U. S. A., discovers some surprising things about the modern school, goes on the NBC network Saturday, June 15, 4:30-4:45 Eastern Standard Time (one hour earlier if you are on Daylight Saving Time), for a 13-week period. In drama and commentary, accompanied by appropriate music, produced by the NBC staff in Radio City, New York, these programs will bring to American homes a weekly story of education today as teachers adapt it to the needs of a dynamic period of history.

Scripts are written by Osmond Molarsky under the direction of Belmont Farley, writer and producer of programs for *Our American Schools*, a radio series initiated by Florence Hale during her presidency of the NEA, and for eight years a weekly feature of the NBC network.

Leaflets announcing this program may be obtained free in quantities for distribution to school staffs and the lay public. Write at once for them to Radio Promotion, National Education Association, 1201 16th St., N.W., Washington 6, D. C.

Two Child Health Conferences To Be Held This Summer

Two child health conferences, one for white teachers and public health workers at the University of North Carolina at Chapel Hill, and the other for Negroes at North Carolina College for Negroes, Durham, will be held for six weeks this summer, it was announced recently by Dr. E. H. Ellinwood, Co-ordinator of the School-Health Co-ordinating Service, a joint agency of the State Department of Public Instruction and the State Board of Health, which, in co-operation with the North Carolina League for Crippled Children, the North Carolina Tuberculosis Association, the University of North Carolina and the North Carolina College for Negroes, is sponsoring the conferences.

At the same time Dr. Ellinwood announced the provision of 80 scholarships, 40 for white and 40 for Negroes, to applicants interested in taking courses in personal health problems, school and community health problems, methods and materials in health education, nutrition and mental and sex hygiene, which provide for conferences, discussions, demonstrations, field trips and workshops. The scholarships are valued at \$100 and \$75, respectively for whites and Negroes.

For further details write Dr. E. H. Ellinwood, School-Health Co-ordinating Service, Raleigh, N. C.

Fellowships in Health Education Announced

Fellowships for one year of graduate study in health education, leading to a master's degree in public health, are being offered to qualified men and women by the U. S. Public Health Service through funds made available by the National Foundation for Infantile Paralysis.

The fellowships provide a stipend of \$100 a month for a year's study beginning in the fall of 1946 in public health education in an accredited school of public health. This training includes an academic year of eight months and three months of supervised field experience in community health education. The courses include: public health administration, epidemiology, public health and school health education, problems in health education, community organization, and information techniques. Travel to and from the university at the beginning and end of training is not included.

Men and women, in sound health, between the ages of 22 and 40, who are citizens of the United States and who meet the entrance requirements of the school of public health of their choice, are eligible to make application. In addition to a bachelor's degree from a recognized college or university, courses in the biological and/or physical sciences, sociology and education may be required. Training in public speaking, journalism and psychology and work experience in a related field are desirable.

Application forms may be obtained from the Surgeon General, U. S. Public Health Service, Washington 25, D. C. Completed forms, accompanied by two recent photographs and official transcript of college credits, and a 500-word statement of why applicant is interested in entering the field of health education, must be in the hands of the Surgeon General by June 1, 1946. Only complete applications will be considered.

Veterans with necessary qualifications are encouraged to apply for fellowships. The subsistence allowance for veterans granted under the G. I. Bill of Rights will be supplemented by fellowship funds to bring the stipend to \$100 a month.

Candidates must maintain a scholastic average of "B" to retain fellowship.

Persons accepting fellowships will be expected to work in the field of health education for at least two years after completion of training.

The U. S. Public Health Service and National Foundation for Infantile Paralysis assume no responsibility for placing fellows in positions.

Schools of public health include: Columbia University, Harvard University, Johns-Hopkins University, University of California, University of Michigan, University of Minnesota, University of North Carolina and Yale University.

1945-47 N. C. E. A. Officers Elected

Charles W. Phillips of Woman's College, vice-president of the North Carolina Education Association, was elected president of that organization for 1946-47 without opposition at its annual meeting held at Asheville March 29-30. Claude Grigg, superintendent of the Albemarle city schools, was elected vice-president, and according to precedent he will be president in 1947-48.

Miss Ethel Perkins, who is elected by the NEA Board of Directors, is secretary-treasurer of the State organization.

Supt. J. P. Sifford of Stanly County was elected to head the department of superintendence to succeed Supt. J. H. Knox of Salisbury.

Board Adopts New Language Texts

New language texts for basal use in the public schools, grades 3 to 12, were adopted by the State Board of Education at a meeting held March 23.

For the elementary schools, grades 3 to 8, the following books by Stoddard, Bailey and Lewis, published by the American Book Company, were adopted at the retail prices indicated:

English I, grade 3, 83 cents; English II, grade 4, 93 cents; English III, grade 5, 99 cents; English IV, grade 6, \$1.06; English V, grade 7, \$1.13; English VI, grade 8, \$1.23.

No adopted text is required for grades 1 and 2. These books replace the English Experience series of English texts published by Rand McNally & Company.

The newly adopted texts for use in the high schools, grades 9 to 12, were the English in Action series, fourth edition, by Tressler and published by D. C. Heath & Company. These books and the retail price of each are as follows:

English in Action, Course 1, \$1.11; English in Action, Course 2, \$1.11; English in Action, Course 3, \$1.18; English in Action, Course 4, \$1.18.

These books replace the old English in Action series for grades 10, 11 and 12 published by the same company, and Applying Good English, grade 9, published by the Macmillan Company.

All of these books, it is learned, will be introduced into the schools as rapidly as they can be obtained. The elementary books are furnished free to the pupils; whereas high school books are furnished under a rental plan.

Candidates will be permitted to express their choice of schools, and effort will be made to grant first or second choice in so far as possible.

These fellowships are not available to employees of health departments, as grant-in-aid funds are available for the training of such personnel.

Army Libraries Are Declared Surplus

Around 40 army libraries with a total of some 400,000 books will be declared surplus within the next six months, the War Assets Administration announced recently. These surplus libraries, including books, magazine racks, shelving, library furniture, book trucks and similar equipment, will be disposed of intact, and will be allocated among states on the basis of population and need.

After the priorities of Federal agencies have been met, the surplus libraries will be offered as units to libraries and other educational institutions which are tax exempt under Federal law or publicly owned and controlled. They will be sold at a fair value unit price, which, after discount, shall cover the cost of care and handling, and will be disposed of on an "as is, where is" basis, whether located at camp, post, field, station, warehouse or depot. The purchaser will pay all transportation charges.

Designed to satisfy all reading tastes, the libraries contain a balanced collection of books, largely recreational in nature, with a normal quota of reference and technical books, but with a majority fiction, including westerns, mysteries and romances. About 40 per cent is nonfiction.

To date no library units have been declared surplus. However, as such declarations come in, the U. S. Office of Education will set standards of need for the allocation of the libraries as units and will determine the number of libraries to be distributed to each state. In turn, allocations within the states will be made by the State Educational Agencies for Surplus Property.

For the purposes of disposal, libraries will be kept intact even after parts have been retained by the owning agency or otherwise disposed of. Even if owning agencies retain parts of their libraries, once the libraries are declared surplus, they will be offered intact.

School Is Named for Former Superintendent

Honoring A. S. Webb, superintendent emeritus of the Concord schools, the city school board of that unit recently changed the name of the Central Primary Grammar School to the Webb Grammar School.

In speaking of this action of the city board, the *Concord Tribune* stated, "Tribute to Mr. Webb while he still lives to enjoy the honor bestowed upon him should be both approved and appreciated by all friends of education."

"There is significance, too, in the fact that Webb School is a primary grammar school, a place where education begins. Where the foundation for the ultimate goal of high school and college graduation is laid."

[illegible]

*Includes some taken to city units.

Catawba, Hickory and Newton-Conover Units Hold Health Conference

■ Two health conferences, one white and the other Negro, were held by education and health agencies of the Catawba, Hickory and Newton-Conover units early in March. In addition to the regular school and health agencies of these units, local representatives from welfare and agriculture departments, the American Red Cross, the Tuberculosis Association, Infantile Paralysis Chapter and Lenoir-Rhyne College participated in these conferences. Consultants from both the State Board of Health and the State Department of Public Instruction were present. Health nurses and health educators from Lincoln, Rutherford, Cabarrus and Forsyth attended these conferences.

As a result of these conferences it was found that there are many common health problems "about which we CAN do something! Among those listed were the following:

1. Need for in-service education—regular and systematic study on many topics.
2. Need for better school records.
3. Need for better health instruction and health services.
4. Need for more and better co-operative overall planning among health agencies and schools.
5. Need for more trained health workers.
6. Need for use of funds from voluntary health agencies to be used for general health education and general health services.
7. Need for improved washing and toilet facilities.

Sight Conservation Teachers Needed

The National Society for the Prevention of Blindness is again calling attention to the shortage of teachers and supervisors of classes for the partially seeing. Two regular elementary courses meeting requirements for the preparation of such supervisors and teachers will be offered during the coming summer: (1) Wayne University, Detroit, Mich. June 24-August 2. Graduate and undergraduate credits. Full particulars may be obtained from Mr. John W. Tenny, General Adviser, Education of Handicapped Children, Wayne University, Detroit 1, Mich. (2) Teachers College, Columbia University, New York, N. Y. July 8-August 16. Graduate and undergraduate credits. Full particulars may be obtained from Dr. Charles Wilson, Department of Education of the Exceptional, Teachers College, Columbia University, New York 27, N. Y.

A course to acquaint teachers of regular grades with the principles of sight conservation will be offered at the University of Wisconsin, Madison, June 21-August 16. Details may be obtained from the University or from Miss Olive S. Peck, Supervisor, Braille and Sight-saving Classes, Board of Education, Cleveland, Ohio.

8. Need for adequate lunchroom equipment and standards.

9. Need for parent education, for school-community organization to meet needs.

It was also found as a result of these conferences that they will serve as a basis for action in Catawba County school health work—more interest and co-operation was developed in the total school-community program, and as a result there will follow better teaching, better health services and continued planning.

It is felt by State officials who attended these conferences, that so much good resulted or will follow that the Catawba, Hickory and Newton-Conover conferences might well serve as a pattern for other units. According to Miss Helen Martikainen, Acting Director of Health Education with the State Board of Health, who attended both conferences, "The Catawba County educational leaders and the personnel of the health and welfare departments are entitled to high praise for the excellent planning which resulted in the co-operative movement that has been set in motion."

Spencer Receives Honor

Charles E. Spencer, Adviser, Health and Physical Education, North Carolina State Department of Public Instruction, was elected president-elect of the Society of State Directors of Health and Physical Education at its annual convention held in St. Louis, Mo., April 6-9, 1946.

The Society of State Directors is a national society composed of representatives from 40 states and is open only to health and physical education personnel employed by state health and education departments.

As president-elect Mr. Spencer will serve on the executive committee of the society and will automatically become president in April 1947. One of his official duties as president-elect will be to prepare and distribute the official news bulletin of the Society of State Directors.

Mr. Spencer has been active in the Society of State Directors since 1938. He served on many committees and was chairman of the Annual State Committee for the past two years. As chairman of this committee he recently made a survey on "School Health and Education Departments in the United States." This report is to be published by the Society of State Directors and made available to all state health and education departments.

Paper Shortage Delays Printing of Record Folders

The difficulty of securing paper stock of the kind necessary for printing the North Carolina Cumulative Record folder is responsible for the delay in having a new supply of this form printed, it is stated by L. H. Jobe, Director of Publications for the State Department of Public Instruction.

An order for replenishing the stock on this form was placed on January 3, Mr. Jobe stated. This particular job is printed on 180-lb. jute tagboard, one of the grades of paper that is scarce in that its manufacture is limited. However, notice has been received that stock for the present order has been shipped and it is hoped that the new supply of the folder will be delivered soon.

Three Resolutions Are Adopted by N. C. E. A.

Three resolutions were adopted by the North Carolina Education Association at its annual meeting held in Asheville on March 29-30, it was announced by Mrs. Annie Laurie McDonald, retiring president of the Association.

These resolutions are as follows:

"1. The time has apparently come when the State must provide for the next step in the further consolidation of high schools and elementary schools in cities and counties. It is requested that each administrative unit be required to make a new unit map to be submitted to the State Board of Education, which will indicate immediate and long-time developments in consolidation. Factors to be considered in the future development of elementary and high school units are: adequacy of school opportunity, the essential sociological and cultural values of community life values, the natural physical barriers, and the adequacy and safety of the transportation equipment. Further consolidation is inevitable. Such consolidation must be sound from the standpoint of child welfare as well as from the standpoint of mechanical operation and economy.

"2. The N. C. E. A. requests the State Board of Education to present the necessary amendments to the School Machinery Act in the 1947 General Assembly to provide for the payment of the salaries of all teachers on the basis of a regular monthly period beginning with the opening day of school over a period of nine months with a similar arrangement in those units operating on a split term basis.

"3. We request that the special committee on retirement and the officials of the N. C. E. A. make a detailed study of the provisions and the operation of the State Retirement System and offer any essential amendments to the General Assembly of 1947 which may provide for a more adequate and equitable system."

Work-Conference of Southern States to Be Held June 3-14 At Daytona Beach

The 1946 Southern States Work-Conference on School Administrative Problems will be held June 3-14 at Daytona Beach, Fla., it is announced by Dr. Edgar L. Morphet, executive secretary.

According to Dr. Morphet, the major projects for this year's work-conference are two: (1) A study of elementary education as an integral aspect of the total program of education in each state and in the region; and (2) a study of problems of vocational living in the Southern region. Co-chairman of the committee in charge of the first study are R. Lee Thomas of the Tennessee State Department of Education and John Brewton of Peabody College. The committee which has charge of the North Carolina part of this study is in charge of Dr. Roy W. Morrison of the University and Dr. H. Arnold Perry of the State Department of Public Instruction.

President Ralph Woods of Murray State Teachers College, Murray, Ky., is chairman of the committee making the second study. The North Carolina phase of this study is being prepared under the direction of J. Warren Smith, assistant director of Vocational Education.

For the 1947 Work-Conference Dr. Morphet announced the following projects: (1) Study of health and health education in the Southern region. This study will be in charge of a committee headed by Mrs. Annie Laurie McDonald, Professor of Health Education and Sociology of Lenoir-Rhyne College of North Carolina. (2) Study of the school lunch program. (3) Study of community schools with special reference to rural education in the Southern region. (4) Study of school building standards and materials.

Surry School Plans War Memorial Building

The Franklin High School, Surry County, has begun a campaign to raise funds for the erection of a gymnasium and community building honoring the young men and women, formerly students of the school, who served in World War II, it is learned from *Franklin Hi-Life*, official student publication of that institution.

Present plans, it is stated, call for the erection of a gymnasium that will have adequate seating capacity and a large playing floor for basketball. It is also planned to provide on the basement floor a kitchen and dining room which would be ample for serving in a reasonable time the more than 500 boys and girls who patronize the lunch room, as well as making provision for club meetings, banquets and socials.

A total of more than \$3,200 has already been raised toward this project, it is learned.

Uneducated in Latin American Countries Large

According to figures which have been recently published, the percentage of people who can neither read nor write in seven South American countries is as follows: Bolivia, 80 per cent; Venezuela, 75 per cent; Paraguay, 75 per cent; Ecuador, 73 per cent, and Colombia, 50 per cent.

The educational standards of a number of other Latin American countries are also extremely low.

Film Strip On Intolerance Is Now Available

The Council Against Intolerance announces that the film-strip *Forward! All Together* is now ready. Produced by the Council and prepared by William Carey, it tells the story of intolerance in the nation, gives the bad spots and the bright ones in the national scene and tells what can be done about the rising tide of prejudice.

Speech notes accompany each film which the teacher or discussion leader can use to guide the discussion.

A film-strip can be borrowed from the Council, 17 East 42nd St., N. Y. 17, New York. It can be purchased for \$2.50 from Film Publishers, Inc., 12 East 44th St., New York.

Three more film-strips are in preparation by the Council: *The Springfield Plan*; *The Negro in American Life* and *The Jew in American Life*.

Superintendents Resign

A number of superintendents have resigned, it is noted from the daily newspapers of the State. Among those known to have resigned as this publication goes to press are the following:

K. G. Phillips of the Gastonia city schools, to enter private business.

J. S. Waters, Hendersonville, to accept the superintendency of the Gastonia schools.

H. W. Early of the Bertie County unit has retired.

E. S. Johnson of the Washington city unit, to give full time to camping activities.

J. C. Colley of the Rockingham County unit has resigned to enter private business.

Warren Superintendent Is Honored

The members of the literary society at Littleton High School, Warren County, have named their organization the J. Edward Allen Literary Society in honor of County Superintendent J. Edward Allen, who has served in such capacity for the past 25 years, it is learned from F. H. Eason, principal of the school. On March 21, a luncheon was served at the school, at which time a birthday gift was presented to Superintendent Allen by the members of the society.

"Surplus Property Cannot Come to You"

■ "Surplus property cannot come to you. You must act for yourself—quickly, aggressively—if you wish to take advantage of the opportunity surplus property offers you." This is the advice of Lt. Gen. E. B. Gregory, War Assets Administrator, which he stated in a recent speech. Specifically, Lieutenant General Gregory made the following points to state and local governments, which have second priority to purchase any type of surplus property.

1. All surplus property is not needed by claimant purchasers. State and local governments, for example, are not in the market for wholesale quantities of obsolete bombers. Therefore, we can expedite disposals by draining into the priority channel only those surplus goods known to be needed by the priority purchasers—and in the approximate quantities of need.

2. There must be a rule of reason in making specific disposals to all purchasers, preferential and otherwise. We can't attempt to sell every surplus flashlight battery individually, nor every surplus bed, nor every surplus pound of nails. We attempt to sell in customary trade lot sizes—the sizes you would buy in normal trade. Any other procedure would cost the government millions and entangle us in a complicated system of priority administration that most assuredly would destroy our national objective.

3. We cannot sell what we don't have. We can offer only what has been declared surplus. We cannot sell what the Federal Government, with a higher priority than yours, has taken.

4. We can't make special cases out of every order you send in. The size and complexity of our operations demands that we operate in an orderly manner. Excess paperwork we are slashing away wherever we can. Delaying procedures we are hunting out and abolishing. We have established special officers in each of our 42 main field offices to look after government purchasers' wants, to help them get information and fill their needs. These officers stand ready and willing to serve you. Use them!

5. Above all we cannot go to your door and say, "Will you have any surplus today?" Uncle Sam expects those who want surplus to come and look, and buy! We advertise, maintain mailing lists, and otherwise provide information.

State Board Approves Teacher Allotment Regulations For Year 1946-47

■ The following regulations governing the allotment of teachers for the school year 1946-47 were approved by the State Board of Education at its regular meeting on April 11:

"1. The teacher allotment shall be made by districts and by races based upon the average daily attendance for the best continuous six months of the first seven months of the preceding year, 1945-46, during which continuous six-months period the average daily attendance was highest.

2. The teacher load basis shall be as follows:

(a) The elementary allotment shall be six teachers for the first 175 pupils in average daily attendance and one additional teacher for each 35 pupils thereafter.

(b) The high school allotment shall be four teachers for the first 85 pupils in average daily attendance and one additional teacher for each 35 pupils thereafter.

(c) In city units having as many as 30 white teachers, one additional free person shall be allotted to free the principal from teaching duties.

(d) For the year 1946-47 in order to allot a sufficient number of teachers to operate the 12th grade, the same basis shall be used as has been used heretofore; that is, the present junior class (11th grade) shall be added back to the high school average daily attendance. This shall not apply to units, districts or schools that have operated a regular 12th grade prior to and including the 1945-46 term.

(e) To determine credits for epidemics there shall be added to the average daily attendance in the elementary school and the high school all absences reported on the contagion report after dividing such absences by 140 days, representing the first seven months of the 1945-46 term.

3. Before additional teachers are allotted following the opening of school, it shall first be determined whether the teacher load in the elementary school will be sufficiently low to transfer a teacher to the high school and vice versa. Other regulations shall be:

a. *Elementary Schools.* One additional teacher shall be allotted when it can be reasonably determined that the teacher load will be as many as 36 pupils in average daily attendance.

b. *High Schools.* One additional teacher shall be allotted when it can be reasonably determined that the teacher load will be as many as 35 pupils in average daily attendance.

4. No credit toward teacher allotment shall be given when it is found that seventh grade pupils have been placed in the high school without first having completed the eighth grade."

Map Study Released

A report on maps, map series and services has just been released by a committee of the American Library Association in a special October 1945 issue of the Association's *Subscription Books Bulletin*, quarterly publication which has since 1930 evaluated subscription books, encyclopedias and other reference-type books for librarians, teachers and other book buyers.

The war spurred interest in map materials, and the postwar period promises to maintain that interest at a high level. Schools and librarians are facing a real problem in selecting from a great mass of material those maps which best fill specific needs. To help guide them the October *Subscription Books Bulletin* reviews and evaluates about fifty maps and map series.

The committee has not attempted to evaluate maps from the standpoint of their classroom use but rather that of their interest to the library. A majority of the series included, however, is intended for classroom use in such subjects as history, geography and social studies.

The October *Subscription Books Bulletin* also carefully analyzes the latest 1945 printings of *Encyclopedia Britan-*

nica and *Encyclopedia Americana*, bringing up to date the critical evaluation of these reference sets.

This special bulletin on maps, the third of a series, may be obtained from the American Library Association, Chicago, at 50 cents per copy, or *Subscription Books Bulletin* may be subscribed for at \$2 annually. The first bulletin treated pamphlet material (October 1942), and the second, vocational materials (January and April 1944). A fourth report, on pictures, is scheduled for some later issue of *Subscription Books Bulletin*.

Bibliography About Minority People Made Available

An annotated bibliography of publications about American minority people — Indians, Negroes, Jews, Mexican-Americans and Japanese-Americans—during the war has recently been printed and single copies are available free on request to the American Missionary Association Division of the Board of Home Missions of the Congregational and Christian Churches, 287 4th Ave., New York 10, N. Y. Quantity orders will be filled at \$3 per 100 copies.

Suggestions Regarding Bus Routing for 1946-47 Made

Suggestions and regulations regarding the school bus route organization for 1946-47 were recently sent to all principals who have buses with routes terminating at their schools, by Delphos J. Dark, Bus Route Supervisor for the State Board of Education.

Among these suggestions is one advising principals to "begin as early as possible and organize your bus route system before you leave school this spring." "The selection of competent drivers and their proper locations near the beginning of each route is one of the first important items in a well-organized bus route system," is another suggestion made by Mr. Dark.

In addition a list of "Regulations to Observe" are given, including the writing of a description of each route and the making of a map.

Finally the suggestion is made to "Organize some plan that will fit the needs of your school whereby buses may be received and dismissed, loaded and unloaded under close supervision. It is suggested that competent monitors be selected to serve each bus and encouraged to be alert to the safety welfare of all passengers."

Generalized Education Necessary For Life in Today's World, Educator Declares

Education today is specializing young minds "to death," Henry Noble MacCracken, well-known educator, declared recently.

"In a world where generalized beings alone can survive, we are being jammed and crowded into specialized jobs of living with little or no reference to their general significance," he writes in an article, "The Well-tempered Mind," in the April *American Mercury*.

"The well-tempered mind is not an inert mind, a lazy or complacent mind," he says. "It is a mind ready, willing and able for work at every level that life offers.

"As I look around me, after 46 years of continuous teaching, the only really happy students I know are those who have found this harmony in themselves. Can it be taught? It can be learned, anyhow. Not in the classroom alone, certainly. Nor can an ill-adjusted teacher teach it. The specialist who has let his specialty run away with him, who keys the whole world to it, no matter what the consequences, cannot teach it. The teacher, to begin with, must have the well-tempered mind himself. There is no form of isolation so dangerous as this, which thinks life can be played in one key."

Dr. MacCracken sees the well-rounded scale of study as composed of science, logic, aesthetics, civics, economics, politics, ethics, metaphysics, religion—and the one particular field in which the student is most completely interested.

Do You Want a Chapel?

The freeze on the disposition of surplus chapels and chapel equipment which was imposed on January 23, 1946, has been lifted at the direction of the President. The War Assets Administration announced recently in outlining the conditions for their disposal.

Lt. Gen. E. B. Gregory, WAA Administrator, has authorized the Chiefs of Chaplains of the respective services to pass upon applications for the purchase of surplus chapels and to direct the owning and disposal agencies as to the selected purchasers and conditions of purchase, WAA stated.

In the disposal of chapels, WAA pointed out, first consideration will be given to their use as shrines or memorials and second consideration to their use as denominational houses of worship. The disposal price of chapels will be the appraised salvage value if acquired and removed from the site or, if used in place, the appraised salvage value plus the appraised fair value of the land.

When surplus installations on which chapels may be located are assigned to disposal agencies, requests for the acquisition of chapels will accompany the assignments, WAA explained. Disposal and owning agencies will submit lists of chapels available for disposition and lists of requests for such chapels to the Chiefs of Chaplains on the 1st and 15th of each month.

Chapel equipment, such as organs, hymn books and other ecclesiastical furnishings, will revert to the custody and disposition of the Chiefs of Chaplains.

Education Needs Aggressive Selling, Says Eric Johnston

Education must be "sold" to the public, declared Eric A. Johnston, president of the U. S. Chamber of Commerce, in delivering the principal address at the Chicago regional meeting of the American Association of School Administrators. The problem is an immediate one, he asserted.

Take a leaf from the comic strips and inject more "oomph" into education, said Mr. Johnston. He added that the public must be taught that a high standard of living and a high educational level go hand in hand.

The present lag between developments and cultural education demonstrates the need for more and better education among the masses of people, the speaker claimed. For, he pointed out, "It's cultural education that fosters the desire for travel, literature, the theater, music and church."

Leaders of education should start immediately to put themselves in a position of full co-operation with businessmen, writers and others who provide a means of publicizing education, Mr. Johnston advised.—*U. S. Education News*.

Forty-five Corsages

Students of the senior class of the Chowan High School surprised a group of teachers, principals and superintendents from Chowan County, Edenton and Gates County, who held a music demonstration meeting there recently, by making a corsage of flowers for each visitor. This meeting was one of a series of 11 meetings on the teaching of music in the elementary grades, which were conducted by Miss Birdie Holloway, Woman's College, and Miss Julia Wetherington of the State Department of Public Instruction throughout the eastern section of the State during the month of April. A total of 608 persons attended these meetings. According to Miss Wetherington the corsages and the refreshments served following the meeting added much in lifting the spirit of the occasion.

Mrs. Douglas Writes Section On School Libraries for "Americana"

Mrs. Mary Peacock Douglas, State School Library Adviser, State Department of Public Instruction, has written the section on school libraries for inclusion in a late 1946 printing of the *Encyclopedia Americana*. This new section which heretofore covered only a few lines is expanded by Mrs. Douglas' article to a full page and is in keeping with the *Americana* policy of constant revision to assure up-to-date information.

In her article, Mrs. Douglas has sketched the history of the school library movement, developments and trends in state programs, and standards for school libraries as well as pertinent statistical data. The *Encyclopedia Americana* is an adult encyclopedia suitable for secondary school use.

Board Authorizes Use of Buses In Transporting Children to And From Health Clinics

Health clinics are to be considered as a part of the public school system and buses may be used in transporting children to and from these clinics, the State Board of Education ruled at its meeting on April 11. In this connection, however, request for transporting children to health clinics must be made to the controller of the board who must give approval to each separate case.

In a recent letter, apprising the superintendent of schools of this action of the board, Paul A. Reid, Controller, stated, "If you need to use school buses in transporting children to and from clinics, please make your request by letter, stating the number of buses to be used, the date on which the buses will be used, the place where the clinic will be held, and the approximate distance of travel."

Miss Camp Replaces Mrs. Douglas As Library Adviser During Summer

Miss Eloise Camp, librarian of the Cannon High School and director of school libraries in Kannapolis, has accepted appointment to serve as Acting State School Library Adviser in the State Department of Public Instruction during the summer of 1946 while Mrs. Mary P. Douglas is on leave to teach library science courses at the University of Minnesota, it is announced by State Superintendent Clyde A. Erwin.

"The department is fortunate to secure someone so well equipped to carry on the school library program in Mrs. Douglas's absence," Superintendent Erwin states. "Miss Camp, a native North Carolinian, holds a bachelor's degree from East Carolina Teachers College and a master's degree with a major in library science from Peabody College in Nashville, Tenn. She has had experience as a classroom teacher and as a teacher-librarian as well as experience as a full-time school librarian. In recent summers she has taught courses in library science at Appalachian State Teachers College.

"Miss Camp has been active in professional associations. She has served as an officer in the school librarians section of the N. C. E. A.; has assisted in the preparation of *Know the South*, a pamphlet bibliography of books about the South, sponsored by the American Association of School Librarians; and is an active member of the North Carolina Library Association and of the American Library Association. Miss Camp has recently been honored by election as president of the North Carolina Library Association for a two-year term.

"During the summer Miss Camp expects to work with summer school groups at colleges, with superintendents and principals and with other groups or individuals in our State seeking help on school library problems.

"Mrs. Douglas will teach courses in school library administration, reading guidance for young people, and high school reference during the summer term June 17 to August 10 at the University of Minnesota, Minneapolis, Minnesota."

Chicago Teachers Receive Salary Increase

The salaries of all Chicago teachers have been increased, starting with January 1946. Elementary teachers are to receive an annual increase of \$225 and high school teachers \$150. The new salary schedule for elementary teachers starts at \$1,850 and reaches a maximum of \$2,850 in the ninth year. For high school teachers the new schedule starts at \$2,350 and reaches a \$3,950 maximum in the ninth year.

The salary for substitute teachers was increased from \$8 and \$9 a day for elementary school substitutes and from \$9 to \$9.50 for high school substitutes.

Four State High Schools Are Admitted to Southern Association

Four more of the State's public high schools were admitted to membership in the Southern Association of Colleges and Secondary Schools at its annual meeting, which was held at Memphis, Tenn., March 25-28, it is announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, who attended the meeting and who was elected a vice-president of the Association.

The four North Carolina high schools admitted to membership in the Southern Association were: Harding in Charlotte, Cannon in Kannapolis, Laurinburg and Morehead City. These four schools added to the 64 schools already on the list makes a total of 68 schools of the State, Dr. Highsmith reported, which belong to the Southern Association; and means that these schools have met the standards, which have to do with the preparation of the high school principal, training of the teachers, teacher load, salaries and other factors that make a good school as set by the Committee on Secondary Schools.

The complete list of member schools, both public and private, is as follows: Albemarle; Arden; Christ School; Asheville; Academy of St. Genevieve; Lee H. Edwards, Asheville School; Badin; Belmont; Belmont Abbey; Sacred Heart Academy; Boone; Appalachian High; Buie's Creek; Campbell College High; Burlington; Chapel Hill; Charlotte; Central; Harding; Concord; Durham; Elm City; Elizabeth City; Farmville; Fayetteville; Gastonia; Goldsboro; Greensboro; Curry Demonstration, Greensboro Senior; Greenville; Hamlet; Hendersonville; Blue Ridge; Faison; Hendersonville; High Point; Kannapolis; Cannon; Kings Mountain; Laurinburg; Lenoir; Lexington; Lumberton; Monroe; Walter Bickett; Montreat; Mooresville; Morganton; Moorehead City; Mount Airy; North Wilkesboro; Oak Ridge; Raleigh; Hugh Morson, Needham Broughton, Methodist Orphanage, Peace Preparatory, Saint Mary's School, State School for the Blind; Reidsville; Roanoke Rapids; Rockingham; Rocky Mount; Salisbury; Pineland School, Edwards Military Institute; Salisbury; Boyden; Sanford; Shelby; Southern Pines; Statesville; Tarboro; Washington; Wilmington; New Hanover; Wilson; Charles L. Coon; Winston-Salem; James A. Gray, John W. Hanes, R. J. Reynolds, Salem Academy.

In addition to this list of schools for the white race, the following North Carolina Negro schools are approved. Three of these, Kannapolis, Henderson and Gastonia, were added this year: Allen, Asheville; Atkins, Winston-Salem; Booker T. Washington, Rocky Mount; G. W. Carver, Kannapolis; Darden, Wilson; Dillard, Goldsboro; Dunbar, Lexington; E. E. Smith, Fayetteville; Henderson Institute, Hender-

Aviation Is Added to Education Courses

Elementary and secondary schools in several states have added aviation education courses to their curriculum during the 1945-46 session through the co-operation of the Aviation Education Division of the Civil Aeronautics Administration, a check by the Air Transport Association of America discloses. This brings the number of state school systems which have set up comprehensive aviation education programs with the assistance of the CAA to near the 20 mark, affecting more than one half of the population of the United States. Other states are in the act of sponsoring similar programs.

In North Carolina a committee has been announced to make a study of Education for the Air Age. With the aid of Mr. J. V. Bernardo of the Civil Aeronautics Administration, the committee will prepare a bulletin to aid teachers in integrating material on the Air Age into the various phases of the course of study.

A. B. Combs, Assistant Director of the Division of Instructional Service, State Department of Public Instruction, will serve as chairman of the committee. The other members are: W. P. Barbee, Canton; Glen W. Bunting, Senior High School, Durham; W. L. Burton, Rankin School, Brown Summit; Henry M. Davis, Hendersonville; Paul F. Evans, Lexington; C. M. King, Shelby; Katherine Kirkpatrick, Hayes-Barton School, Raleigh; W. L. Lathan, Bryson City; C. C. Lipscomb, Reidsville; W. T. Long, Wilkesboro; H. J. MacDonald, New Bern; J. G. McCracken, Elizabeth City; Minnie Ruth McNeill, Elkin; J. C. Otts, Jr., Central High School, Charlotte; Mrs. B. C. Parker, Albemarle; R. B. Phillips, Spruce Pine; Elizabeth Snow, New Hanover High School, Wilmington; R. A. Tomberlin, Weaverville; and J. Hugh White, Walker Road School, Winston-Salem.

The World Congress on Air Age Education will be held August 21-28 at International House, in New York City, for the purpose of considering how aviation may contribute to a peaceful and united world. This congress is an outgrowth of a meeting of representatives of major educational institutions in this country and abroad who recently met in New York City to consider the problems of aviation education in peace time.

son; Highland, Gastonia; Hillside Park, Durham; Immanuel Lutheran College, Greensboro; James B. Dudley, Greensboro; Jordan-Sellers, Burlington; Lincoln Academy, Kings Mountain; Mary Potter, Oxford; Orange County Training, Chapel Hill; Palmer Memorial Institute, Sedalia; Second Ward, Charlotte; Stephens-Lee, Asheville; Washington, Raleigh; Washington, Reidsville; William Penn, High Point; Williston Industrial, Wilmington; and Joseph Charles Price, Salisbury.

Barr Is Heard by Merit Rating Commission

Dr. A. S. Barr, Professor of Education of the University of Wisconsin, was heard by the Commission on Merit Rating of Teachers at a meeting held April 12 and 13. Committees from both the North Carolina Education Association and the North Carolina Negro Teachers Association were present by invitation and participated in the discussion phase of the meeting. The commission will meet again on May 10 and 11 to consider the problem in the light of Dr. Barr's experiences and suggestions. At this meeting also the commission will examine the second section of the tentative outline of the proposed report.

Burlington Superintendent Declines E. C. T. C. Presidency

Dr. L. E. Spikes, Superintendent of the Burlington City Schools for the past nine years, announced early in April that he would not accept the presidency of East Carolina Teachers College, Greenville, which had been offered to him recently by the Board of Trustees of that institution.

In a letter to the Board, Superintendent Spikes stated that "conditions at present make it impractical for me to accept this work." He added that his responsibility as superintendent of schools of Burlington "takes priority at present."

"I appreciate the scores of letters which have come from my friends," he said, "from alumni and alumnae of East Carolina Teachers College, and the kind expressions from officials of the State. Some will not understand this decision. Your official board may not. I do have a responsibility here, however, that takes priority at present."

Contracts Are Let for New Bus Bodies

Early in April contracts were let for 800 new bus bodies to be used in the public schools of the State for replacing old and worn-out vehicles. Chasses for these bodies have already been ordered or will be ordered in the near future, it is learned.

These new contracts for bodies were awarded to Hackney Brothers Body Company, of Wilson, for 300 bodies; Perley A. Thomas Car Works, High Point, for 300 bodies; Jerome Bolick Sons Company, Conover, 100, and Carolina Equipment Sales Corporation, Charlotte, 100. Prices for these bodies ranged from \$724.50 to \$1,048.89, depending upon length, type of seats, etc.

According to C. C. Brown, Director of Transportation for the State Board of Education, deliveries on complete new units will be made as rapidly as possible and distribution will be made to those counties where the need is greatest.

Laws, Rulings and Opinions

Tuition for Out-of-County Pupil

In reply to inquiry: I have your letter of March 18 enclosing a letter from Mr. _____, Superintendent of Schools in _____ County and the City of _____, in which Mr. _____ states that a resident of _____ has moved to _____ County and is willing to transport his son to the _____ High School at his own expenses, and desires permission for his son to remain in the _____ High School until the end of the year. He advises that according to their regulations a nonresident of the county, if accepted, must pay the cost of tuition to the extent of the per capita of the local funds with which the county supplements the State appropriation, which in his county amounts to approximately \$3.00. He states that the parent owns property in _____ County and wishes to know if it is possible to send his son to _____ High School without the payment of tuition.

G.S. 115-352 provides, in part, that it shall be within the discretion of the State Board of Education, wherever it shall appear to be more economical for the efficient operation of schools, to transfer children living in one administrative unit or district to another administrative unit or district for the full term of such school without the payment of tuition; provided that sufficient space is available in the buildings of such unit or district to which said children are transferred; and, provided further, that the provision as to the nonpayment of tuition shall not apply to children who have not been transferred as set out in this section.

The only other statute relating to this question which I find is G.S. 115-100, which provides as follows:

"The county board of education, with approval of the State Board of Education, may transfer from non-local tax territory to local tax districts or city administrative units, an individual family or individual families who reside on real property contiguous to said local tax districts or city administrative units, upon written petition of the taxpayers of said family or families, and there shall be levied upon the property and poll of each individual so transferred the same tax as is levied upon other property and polls of said district or unit: Provided, however, that any transfer to a city administrative unit shall be subject to the approval of the board of trustees."

I find nothing in the statutes which would make it illegal for the Board of Education of the _____ County and _____ City Schools to require that the nonresident student pay the cost of tuition to the extent of the per capita of local funds which the county sup-

plements the State appropriation, and, if they saw fit to do so, they would have a right to agree to offset against such tuition any school taxes paid by the parent of the pupil in _____ County. This, it seems to me, would be a matter of agreement between the county and city authorities and the parent of the pupil.

I would assume that such an arrangement would be made only in rare instances, such as the case here where the student had begun his scholastic year in the _____ Schools prior to moving to _____ County and it was desired to finish out the term. It is possible that if this practice was engaged in extensively, it would raise a question as to the authority of the county and city authorities to use the facilities of the county and city schools for purposes other than for the benefit of residents of the county and city. In the event the number of students involved was substantial, I think the provisions of the statute referred to should be complied with.—Attorney General, March 20, 1946.

Deeds; School Property; Reconversion

In reply to inquiry: I have your letter of March 22, 1946, in which you write me as follows:

"I am enclosing a copy of a deed from _____ and wife to _____. This land is just across the highway from one of our high schools and several years ago the _____ Lodge deeded its interest and right to this high school. The school has used the property from time to time for classes, clubs and so forth. Just now we are planning to erect a cannery at this school and the above-mentioned lot will make a very satisfactory location. The cannery would be operated by the teacher of agriculture and without profit. All of the people of the community would be eligible to use the cannery. However, we are in doubt as to whether or not we would be able to hold the land for the cannery in view of the paragraph in the deed which I have underscored with a red pencil. After you have had time to make a study of this issue, I shall appreciate a letter from you, giving me the opinion of your office as to whether or not a cannery would meet the requirements of the above-mentioned paragraph."

The portion of the deed which raises the doubt in your mind as to the right to erect a cannery on the property covered reads as follows:

"It is also expressly understood and agreed between the parties that the above described property is never to be used for any other purpose . . . that

Counties Are Not Authorized to Furnish Buses to Transport Teachers

In reply to inquiry: I acknowledge receipt of your letter enclosing a letter from Superintendent _____, of the _____ County Public Schools, in which he states that many of the teachers teaching in the rural districts reside in _____ because there are no teacher-ages or other places for teachers to reside near the schools in which they teach. Superintendent _____ inquires as to whether or not the county may purchase and operate station wagons for the purpose of furnishing transportation for teachers to and from the schools in which they teach.

While I greatly sympathize with Superintendent _____ in his problem, I know of no authority whereby a county may purchase station wagons for the purpose of transporting school teachers to and from the schools in which they teach. I am of the opinion that such authority would have to be given by the Legislature before the county would be justified in expending even surplus funds for this purpose.—Attorney General, March 20, 1946.

for teaching school a Masonic Lodge Temperance Society and Patrons of Husbandry or for Preaching the Gospel."

You understand, of course, that I cannot advise you definitely whether the above quoted provision of the deed amounts to a condition or would be construed as a covenant. The case most nearly in point is *Hall v. Quinn*, 190 N. C. 326. Under that case it would seem that the portion of the deed quoted above would not be construed as a condition. This being true, the grantees in the deed are the owners in fee simple of the property conveyed and may use or dispose of the property as they see fit within their statutory authority.

It also occurs to me that the erection and operation of a cannery on this property would fall within the phrase, "teaching school" as used in the language found in the above quoted portion of the deed. From your letter it appears that this cannery is to be operated as a part of the school of that community and such operation would be within the terms of the deed. The fact that the people in the community will be permitted to use the cannery would not prevent it from being a school function.—Attorney General, March 25, 1946.

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin, May, 1941)

At the recent annual meeting of the North Carolina Education Association K. G. Phillips, Principal of the Gray High School of Winston-Salem, was elected president for the ensuing school year.

The General Assembly of 1941 increased the appropriation for vocational education so that for next year it will be possible for many cities to include trade and industrial education in their programs.

The WPA clerical project for the installation of the Cumulative Records that has been in operation since the beginning of the present school year has begun the record work in 19 county units and six city units.

30 Years Ago

(Biennial Report, Superintendent of Public Instruction, 1914-1916)

DEPARTMENT OF PUBLIC INSTRUCTION
J. Y. Joyner, Superintendent of Public Instruction.

W. H. Pittman, Chief Clerk.

A. S. Brower, Statistical Secretary, Clerk of Loan Fund.

E. E. Sams, Supervisor of Teacher Training.

N. W. Walker, State Inspector of High Schools.

L. C. Brogden, State Agent, Rural Schools.

N. C. Newbold, State Agent, Rural Schools.

T. E. Browne, Agent, Agricultural Extension.

Miss Annie Travis, Stenographer.

W. C. Crosby, Secretary, Community Service Bureau.

35 Years Ago

(Biennial Report, Superintendent of Public Instruction, 1910-1912)

May 25, 1911.

"As the season for building schoolhouses is approaching, I beg to remind you again of the requirement of section 124 of the school law, that the county board of education cannot legally invest any money in any new house that is not built in accordance with plans approved by the State Superintendent of Public Instruction, and that all contracts for buildings shall be in writing and all buildings inspected, received and approved by you, before full payment is made therefor.

"It is exceedingly important that these provisions of the law in regard to building schoolhouses be strictly enforced. Please call attention of your county board of education to this matter at your next meeting.

"An enlarged and revised edition of plans for public schoolhouses approved by me has just been printed and a copy sent to you. Other copies may be had when needed."—J. Y. Joyner.

A Persian Proverb

*He who knows not
And knows not that he knows not
Is a fool. Shun him.*

*He who knows not
And knows that he knows not
Is a child. Teach him.*

*He who knows
And knows not that he knows
Is asleep. Waken him.*

*He who knows
And knows that he knows
Is wise. Follow him.*

Additional Tax Elections Are Approved by State Board

Approval of special tax elections were given to the following schools by the State Board of Education at its April 11 meeting:

Ellerbe, Richmond County, 25 cents.
Red Springs, Robeson County, 25 cents.

Myrtle, Gaston County, 12 cents.

On March 23 the Board approved elections in the following districts:

Selma, Johnston County, 30 cents.

Sand Hill, Buncombe County, 10 cents.

At the March 7 meeting of the Board approvals were granted for special elections as follows:

Williamston, Martin County, 20 cents.

Elkin, Surry County, 20 cents.

Lowell, Gaston County, 12 cents.

Ranlo-Spencer Mt., Gaston County, 12 cents.

Approvals were given on February 7th for elections, which have already been held, in the following districts:

Clayton, Johnston County, 25 cents.

Benson, Johnston County, 50 cents, failed.

Whiteville city unit, 20 cents.

Negro Leaders Discuss Elementary School Program

A group of Negro educators met in Raleigh April 6 at the call of N. C. Newbold, Director of Negro Education of the State Department of Public Instruction, to discuss the various problems now confronting the elementary school program in North Carolina as it is applied to Negro children.

Such topics as supervision, consolidation and other ways by which the Negro elementary schools might be improved were discussed and as a result authorization was given by the group for the appointment of a committee to study these various problems with a view of having a report available by the end of the year.

FROM THE PRESS

Tarboro. The Tarboro school board voted last night (Mar. 27) that students at the Tarboro High School could smoke on the school campus but no mention was made of a smoking room.

Oxford. Lunchroom facilities at Oxford High School have been increased by the opening of an annex in an adjacent hallway, it was disclosed at a regular meeting of Oxford Parent-Teacher Association Thursday afternoon (Mar. 25).

Charlotte. At least 33 teachers in the Charlotte school system will resign their positions at the end of the present scholastic year, Supt. H. P. Harding said yesterday (Mar. 25), pointing out that few qualified applicants for the jobs have turned up thus far.

Wayne. All white elementary and high schools are expected to participate in the county school art exhibit at the agricultural building April 15 to 20, County Superintendent R. S. Proctor announces.

Greensboro. Greensboro public school library system is outstanding in the State, Mrs. Mary Peacock Douglas, School Library Adviser of the State Department of Public Instruction, said today (Mar. 29) in a letter to Ben L. Smith, city school superintendent.

Rowan. Funds of \$19,235.01 from the Federal Government have been received so far this year by Rowan County schools for the child feeding lunchroom program, according to figures which have been compiled by Supt. Charles C. Erwin.

Newton-Conover. A \$230,000 improvement program for the Newton-Conover school system has been recommended by W. F. Credle, Director of Schoolhouse Planning for the State Department of Public Instruction, and J. Henry Highsmith, Director of the Division of Instructional Service, following a recent survey.

Concord. Installation of a sound motion picture machine for visual education procedures at Long Grammar School was announced today (April 4) by E. B. Joyner, principal.

Burlington. "No better project could serve as a memorial for our boys and girls who contributed so much in World War II" appears to be the keynote of two letters which the *Times-News* publishes today (April 4), written by two school board officials and an athletic coach in support for the \$75,000 drive which will start here on April 15 to secure a high school athletic stadium.

B U L L E T I N

SEPTEMBER, 1946

RALEIGH, NORTH CAROLINA

VOL. XI, No. 1

Output of White Teachers Low, Study Shows

● The 1946 teacher output from the colleges for white students was only 52 per cent of their 1941 output, whereas the output of persons trained to teach by the Negro colleges of the State was 107 per cent of the 1941 number, it is shown from a recent survey made by James E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction.

According to this survey, the picture in 1947 is expected to be some better, indications being that the output then will be 62 per cent in case of the institutions for whites and 112 per cent for Negroes over the 1941 figures.

A partial explanation of these percentage figures, according to Dr. Hillman, was the smaller enrollment in colleges training white teachers in 1946, whereas Negro enrollment remained relatively high and constant.

Dr. Hillman points out a number of disturbing trends on the basis of the findings of the survey. Foremost of these is the trend away from the preparation of elementary teachers. Based upon the demand, he stated, there should be at least three elementary teachers to one high school teacher. Whereas in 1941 the teacher output was two high school teachers to one elementary teacher, a ratio manifestly in the wrong proportion; in 1946 this high school-elementary ratio was 3.24 to 1. "Something must be done to arrest and reverse this trend if the teacher situation in the elementary school is not to become catastrophic," Dr. Hillman said.

Another disturbing trend which this survey revealed, as pointed out by Dr. Hillman, is the reduction in the percentage of total college enrollment who prepare to be teachers. Colleges had peak enrollments in 1945-46, but a smaller number and consequently a much smaller percentage of the student body were preparing themselves as teachers. The current year will witness the greatest college enrollments in the history of the State, yet it is indicated by senior class enrollments that a much smaller number will teach after graduation in 1947 than was true for the 1946 graduating class.

A third disturbing factor in this picture, Dr. Hillman cites, is the fact that many of those who have actually made preparation as teachers will not teach for various reasons. This fact reduces still further the actual supply of newly trained teachers.

Doubling of Federal Funds for Vocational Education Is Proposed

North Carolina is slated to receive twice the current annual amount of Federal funds for vocational education under a law passed by the 79th Congress just prior to adjournment and subsequently signed by President Truman—if (1) the next Congress or a special session of the present Congress appropriates the money to implement this law and (2) provided the General Assembly and the local units match the funds "authorized to be appropriated."

Under this law North Carolina would receive a total of \$1,091,740. For the school year 1945-46 the Federal aid granted to this State for vocational education amounted to \$508,099. The State and local units provided matching funds.

When and if the Congress makes the appropriation in accordance with this new Vocational Education Act, North Carolina's part as compared with similar aid appropriated in 1945-46 will be used for the following purposes:

| Purposes | New Law | 1945-46 |
|--------------------------------------|-----------------------|------------------|
| Vocational Agriculture.... | \$ 522,128.77 | \$204,758 |
| Home Economics..... | 353,618.48 | 174,148 |
| Trades and industries..... | 149,603.40 | 73,541 |
| Distributive Occupations | 66,617.66 | 30,727 |
| Teacher Training (included in above) | | 24,928 |
| | \$1,091,968.31 | \$508,102 |

INTERESTING ARTICLES IN THIS ISSUE

| | |
|--|-----|
| Output of White Teachers Low Study Shows | 1 |
| Teamwork (Editorial) | 3 |
| State School Facts | 8-9 |
| Smith Succeeds Browne As Director of Vocational Education | 11 |
| Board Adopts \$46,000,000 School Budget for 1946-47 | 12 |
| Income and Education (chart) | 14 |

Winston-Salem Journal Favors State Funds for Improving School Attendance

In a clearly expressed editorial, the Winston-Salem Journal of August 21 points out the need for better school attendance in North Carolina and goes on record as favoring the provision of State funds for the employment of local attendance officers and for giving direction and supervision to a program for better school attendance on the State level.

"The next step in the effort to improve school attendance in our State," the editorial points out, "is the employment of attendance officers under the direction of local superintendents of schools. This step cannot be taken, however, until the Legislature provides funds to pay such officers and to give direction and supervision to the matter on the State level.

"We have a good compulsory school attendance law in North Carolina. But any law is a dead letter if it is not enforced. Once the State provides adequate machinery for the effective enforcement of this law, North Carolina will take rank among the leading states in the Union in this vital matter of school attendance."

Teachers Resigning Permanently Must Wait 90 Days for Refund Of Accumulated Retirement Contributions

Before a teacher or other State employee who resigns permanently receives his refund check covering the accumulated contributions made to the Retirement System of the State he must be separated from his job for a continuous period of 90 days, according to a memorandum sent to the heads of State departments, institutions, bureaus, agencies and county and city superintendents on July 31 by Nathan H. Yelton, Executive Secretary of the Retirement System.

This ruling which was recently adopted by the Board of Trustees of the Teachers' and State Employees' Retirement System became effective as of July 1, 1946. According to Secretary Yelton a great many State employees, including teachers, have withdrawn from the Retirement System in the past and have been re-employed within a relatively short time. "It is both necessary and expedient and in the interest of both the member and the Retirement System that this change of policy has been inaugurated," he said.

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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CLYDE A. ERWIN

STATE SUPERINTENDENT

RALEIGH

September 15, 1946.

To Superintendents, Principals and Teachers:

We are beginning the 1946-47 school term with more problems than we have faced in any term in recent years. I hope, however, that no one will use these problems as an alibi for poor service.

In spite of the lack of a sufficient number of trained teachers, a sufficient number of textbooks, a sufficient number of classrooms and other facilities, there is still the child who needs education. The challenge to us is to see that we do everything within our power to prevent him from suffering from these limitations in his educational opportunities. The destiny of the future, in my opinion, lies more in the hands of the educator than ever before and the opportunity for meeting that destiny is now; it cannot be postponed.

I wish to express my faith in you and in your ability to meet these challenges which we face. It is a time for courage, for high devotion to duty, for sacrifice in terms of enlarged and more devoted service. I feel that somehow we will come through this period of handicaps and that we will meet the needs of our boys and girls. Problems such as we face are something to be solved and not to be used as excuses for failing to do the job. Each in his own way should strive to improve our public schools in every way possible. There is certainly plenty for each of us to do, if our boys and girls are to receive the maximum opportunity of what public education should offer.

*With best wishes, I am**Very truly yours,*
State Superintendent of Public Instruction.

EDITORIAL COMMENT

VOLUME XI

This is the beginning number of Volume XI of this publication. Our first number came out in October 1936 in mimeograph form. In accordance with the policy enunciated by the State Superintendent, in his letter "To Superintendents, Principals and Teachers, . . . through this medium we hope to bring to you much information formerly made available through form and personal letters and conferences, with the view that such items as are pertinent to your problems will be disseminated in turn by you in serving to improve the public schools."

We have grown from that first number issued ten years ago into a 16-page printed paper. We hope that we have fulfilled both our and your expectations; and that in some way, even though small, we have had a part in the improvement that has taken place in public education during this period.

We shall continue this publication as a medium of public information to serve you as best we can. We hope that you will help us either by submitting to us items for publication or by any suggestions that you may have to improve this service.

TEACHER SHORTAGE SERIOUS

The difficulty that superintendents and principals have had in securing teachers for this school year is more serious than the average person realizes. In most instances a sufficient number of "teachers" will be obtained to operate the schools, and this the average person might think solves the problem for this year.

This is not the case, however. Many persons have been employed to teach this year who would not have been considered for employment a year or two ago. Many of these persons are not qualified either by training or experience to teach. They have no State certificate, or hold the lower types no longer issued, but temporarily validated for this emergency.

These teachers may really do harm to the children whom they are employed to teach in that these children may become discouraged with school, may not receive instruction in the proper way, or in some other way lose the stimulation and encouragement that a child should receive at the hands of the best trained teacher that can be procured. In other words, the pupils who are under the direction of such teachers will not get an adequate education.

The employment of such teachers has been necessary. As pointed out elsewhere in this paper, the number of young people now in college who are preparing to teach is small, not near large enough to replace those who annually retire or leave the profession for other reasons.

What is the solution to this problem? According to the High Point *Enterprise* (Aug. 8), "It is nothing more nor less than providing more money for school teachers to attract and retain more and better teachers." To this we heartily agree, but we go further to state that at the same time, salaries are increased or very soon thereafter plans should be made and put into effect for selecting young people with ability at the completion of their high school course who will prepare themselves for teaching. It might even be "good business" on the part of the State to aid worthy students of this kind by some sort of scholarship or waiver of college tuition fees upon the agreement to teach in the public schools for a number of years. This plan has been tried in a number of states and although opposed by some it seems to help in the procurement of recruits for the profession.

Regardless of the method followed in arriving at a solution to this teachers shortage, however, something should be done soon if our schools are to measure up in providing an adequate education for our boys and girls who are in school now and who will in a few years themselves play a very important part in the life of the State.

TEAMWORK

"Teamwork," Webster says, is "Work done by a number of associates, usually each doing a clearly definite portion, but all subordinating personal prominence to the efficiency of the whole."

Teachers, principals, superintendents and others performing the various duties connected with the administration and operation of the public schools should know the meaning of teamwork in practical situations. They do know that when some phase of the program goes wrong that the entire program is adversely affected. They know that when all work together with one end in view there is greater satisfaction and pleasure in seeing a task well done.

But in the larger aspects, do they know that teamwork also pays? For example, every two years the Legislature meets to pass laws concerning the welfare of the State and its citizens. Numerous groups appear before the various committees of that body. The experience has been that the "united group" usually gets what is desired, and where two groups differ there is delay and oftentimes no action at all.

Within a few months the General Assembly of 1947 will meet to consider among other things the public schools—what changes shall be made? And how much money should be appropriated for their operation? What shall be done about teachers' salaries? And how shall other questions be considered? The kind of answers given to these and other school questions is of great interest to school people who study the school business and work with others everyday for their improvement. To help the legislators solve the many problems connecting with the operation of the schools is a duty and obligation of those engaged in that work. But if lasting and far-reaching and immediate results are desired, teamwork must be used in approaching this lawmaking body. We must all get together on a program and like a football team drive to that goal with as much vigor and force that we have.

In a subsequent number of this publication we shall have something to say as to a number of things the schools need. We will do this before the "program" to be presented to the Legislature is mapped out. We invite you to do likewise. But after the program is adopted, we shall back it. We invite you to do the same. Let's have more teamwork!

INCOME AND EDUCATION

The chart presented elsewhere in this publication shows clearly without further explanation the relation of income to education. Those who receive the greatest incomes, the chart shows, also have completed a greater number of years in school. If this were all that this chart shows, it would perhaps not be worth displaying. Everyone knows, however, that the income one receives to a very large extent sets the standard of life that a person enjoys. In other words, income or money as a medium of exchange permits people to buy the services or goods produced by other people and thus with this mutual exchange we are all enabled to limit our efforts to one task done the best that we know how, and as a result of the rewards of such efforts to live happier ourselves and at the same time render a greater service in the improvement of the general welfare of mankind.

Schools to Receive \$471,000 Federal Aid for Nonfood Items

● North Carolina schools will receive nearly half a million dollars for purchasing nonfood items in the operation of the School Lunch Program under the National School Lunch Act, it was announced recently by State Superintendent of Public Instruction Clyde A. Erwin. This is in addition to the two and a quarter million dollars allotted to this State strictly as a reimbursement for the purchase of food, Supt. Erwin stated.

According to the Federal act making this additional money available to the State, any school or sponsoring agency having entered into an agreement covering the operation of a school lunch program under the National School Lunch Act, regardless of whether reimbursement is claimed for food, may request nonfood assistance to purchase equipment used on the school premises in storing, preparing or serving food for school children. Schools not claiming food reimbursement, however, must be eligible to participate in the School Lunch Program and must perform in all respects as those schools claiming such reimbursement.

The State Board of Education has adopted the following plan for the distribution of Federal Nonfood Assistance funds in North Carolina for the school year 1946-47.

1. Fifty cents per child in average daily attendance to all schools operating a lunch program under the School Lunch Program, when such schools show the need for the items desired. This 50 cents per pupil allotment will be subject to matching by the local school.

2. Remainder of such funds shall be used to give additional needed aid to schools and to further assist in the establishment of other lunchrooms. No matching is required.

The following types of materials may be purchased with these funds: stoves, hot water systems, sinks, refrigerators, pots, pans, dishes and tableware. If these items are already adequate then assistance may be requested for the purchase of other needed items.

The superintendents of the State have already been advised of this additional aid under the School Lunch Program, Supt. Erwin stated. Application forms may be secured from Mrs. Anne W. Maley, State Supervisor of the School Lunch Program, State Department of Public Instruction.

Dr. Amos Abrams Joins Staff of NCEA

Dr. Amos Abrams, Chairman of the Department of English at Appalachian State Teachers College, Boone, has been appointed to the staff of the North Carolina Education Association as Associate Editor of *North Carolina Education* and Director of Research.

Before going to Appalachian in 1932, Dr. Abrams was a teacher of English in the Glen Alpine High School. He received his A.B. and M.A. degrees from Duke University and his Ph.D. from Cornell in 1932.

Education—A Mighty Force

A pocket size reprint of the pamphlet, *Education—A Mighty Force*, has just been made available by the National Education Association for the purpose of mass nationwide distribution in connection with American Education Week, November 10-16. This publication was widely acclaimed by lay and educational leaders in its original limited distribution. It sets forth the potential power of education and the reasons why the United States should make fuller use of this power for its civilian peacetime educational program.

This is a message educators must get across to laymen if education is to be adequately financed in the years ahead. You can help by seeing to it that this 16-page, attractively illustrated, specially covered pamphlet is widely distributed to lay people—business men, women's organizations, churches, labor groups and others. Price is only 10 cents per copy with quantity discounts: 2-9 copies, 10 per cent; 10-99 copies, 25 per cent; 100 or more copies, 33½ per cent. Order now from the National Education Association, 1201 16th St., N.W., Washington 6, D. C., for your share of the supply available.

September 17 Chosen As Constitution Day

September 17, Constitution Day, has been chosen as the day upon which Washington's farewell address will be celebrated, it is recently announced by Allen L. Oliver, President General of the National Society of the Sons of the American Revolution.

On this day, Mr. Oliver stated, the schools are being requested to hold appropriate ceremonies. "We feel," he said, "that in the homes and in the schools of America, we must develop a love of country, a pride in our past, and a determination to carry on the high ideals of citizenship, patterned for us by our forefathers."

State Superintendent Clyde A. Erwin has endorsed this particular celebration because he feels that it can be made a regular part of the school program, especially in citizenship and history courses. He, therefore, urges all schools to celebrate the occasion with appropriate classroom exercises.

Supervisor's Conference To Be Held Oct. 4-5

A conference of supervisors of instruction has been scheduled to be held in Raleigh, Education Building, on October 4-5, it is announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction.

To this conference have been invited the 25 county and city supervisors of instruction and the superintendents of the units in which these supervisors work, Dr. Highsmith said.

Dr. Helen Mackintosh, of the Division of Elementary Education, U. S. Office of Education, will address the conference at the morning session on Friday. At the afternoon session Dr. Ralph Hinton, of the State Department of Public Welfare, will talk on mental hygiene. Supervisors will participate in the various discussions. A dinner meeting will be held Friday evening at the S & W Cafeteria at which there will be a prominent speaker.

At the final session on Saturday morning the following persons are scheduled to make talks: Miss Birdie Holloway on Music; Dr. James E. Hillman on Merit Rating of Teachers; and Miss Grace Brunson on the Place of Testing in a Program of Supervision.

Publication of Geographic Bulletins Resumed

The National Geographic Society announces that the publication of the *Geographic School Bulletins* will be resumed for the 1946-47 school year on October 7.

The announcement says that each of the 30 weekly issues will continue to contain five articles and seven illustrations or maps. Nearly 35,000 teachers used the bulletins last year for accurate, up-to-date material on places, people, industries, commodities, national boundary and government changes, and scientific developments in the news.

The publication is one of the National Geographic Society's leading educational features. It is, in fact, a gift to education by the Society's 1,600,000 members. The twenty-five-cent subscription fee merely covers the mailing and handling charges. Other costs are borne by the Society's educational fund.

A large staff of able researchers of the Society is keeping abreast of fast-moving world events. All the resulting material, carefully filed, forms a rich reservoir of information from which the editors of the bulletins draw material for teachers and students throughout the school year.

Government restrictions on paper have limited the bulletin's subscription list. Present paper allotments will permit the addition of only a few hundred subscriptions to last year's list. So to assure receipt of copies for the next school year, the Society is urging subscribers to place their orders early.

Three N. C. Teachers Exchange Places With British Teachers

Three North Carolina teachers are among the 74 from the entire United States who will exchange places with 74 teachers from England, Scotland and Wales during the current school year.

The teachers from this State and the British teachers who will take their places while they are away are the following:

Martha Ruth Beard, Thompson School, Raleigh and Marjorie Kay, Henry Gotch Infants' School, Kettering, Northants.

Margaret M. Newland, Central High School, Charlotte and Phyllis Tribble, Montlake and East Sheen County Secondary School for Girls, East Sheen, London, S.W.

Emma Ruth Thomas, N. C. Orthopedic Hospital School, Gastonia and Joyce Eaton, Bath J. Wessex Orthopedic Hospital Special School, Bath, Somerset.

Commercial Departments May Organize Future Business Leaders Clubs

Departments of business or commercial education in the public high schools of the State may organize local units of the Future Business Leaders of America, an organization national in scope, which is sponsored in this State by the Business Education Department of Woman's College, Greensboro, N. C.

The F. B. L. A. clubs can be organized around the school's present commercial club or can be installed in any high school that does not have one. It is a national organization and every club must have a national charter. Before such a charter can be obtained, a constitution must be drawn up and a project adopted. The purpose of these projects is to develop in the students "willingness to work with others in improving school and community relationships; a desire for self-improvement scholastically as well as personally; an ambition to work in the field of store or office occupations or to become a proprietor of a store or office; a favorable attitude toward the school and its function."

Some of the projects that various schools have adopted are: Studies of offices in the community to learn about office routine. Studies of former graduates' work, working conditions, and salaries. Preparation of booklets for various organizations. Execution of work experience programs.

It is hoped that business education teachers in making their plans for next year will include consideration of the possibilities of a F.B.L.A. club in their various departments. A copy of the constitution and some suggestions for organization may be obtained from the Business Education Department, Woman's College, Greensboro, N. C.

State Provides Loans To Medical Students

Under an act of the General Assembly of 1945 the sum of \$50,000 was appropriated to the North Carolina Medical Care Commission for the purpose of making loans to students who may wish to become physicians and who are accepted for enrollment in any standard four-year medical school in North Carolina. At the present time this means either the Duke School at Durham or Bowman Gray School at Winston-Salem.

Students accepting loans under this law must agree upon being licensed to practice medicine in some rural area in the State for at least four years. The maximum loan to any one student is \$600 per medical school year. Interest at four per cent per annum begins immediately, but the principal is not due until postgraduate work has been completed.

Any North Carolina senior who contemplates a medical education and who may wish to apply for a loan under the provisions of this law should write to the North Carolina Medical Care Commission, Raleigh, for further information.

EPA Yearbook Issued

The *Fiftieth Anniversary Yearbook* of the Educational Press Association which came from the press in July is an invaluable sourcebook for libraries, school administrators, publishers, advertisers and editors. It contains: (1) a complete list of educational periodicals in the United States with a brief statement concerning the history and purposes of each publication and a complete roster of personnel; (2) a notable series of articles; educational journalism in the United States, the story of the EPA, an evaluation of content, an evaluation of appearance, a look into the future of educational journalism. 192 pages, illustrated. Clothbound, \$2.75. Order from Educational Press Association, 1201 16th St., N.W., Washington 6, D. C.

Tests for Merchant Marine Cadet Corps to Be Held

Scholastic tests for appointment to the U. S. Merchant Marine Cadet Corps will be conducted by the Civil Service Commission throughout the country on November 6. The candidate must produce evidence of credits from an accredited high school consisting of 15 units: two in mathematics, three in English, one in science (except biology), and nine electives. However, seniors will be allowed credit for studies in progress, subject to satisfactory completion.

Applications for appointment and further information should be addressed to the Supervisor, U. S. Merchant Marine Cadet Corps, Training Organization, War Shipping Administration, Washington 25, D. C.

October 4 Proclaimed Rural School Charter Day

October 4 has been proclaimed as Rural School Charter Day by Mrs. Pearl A. Wannamaker, President of the National Education Association, in a recent proclamation.

In this proclamation Mrs. Wannamaker urges "teachers, principals, supervisors and superintendents of schools, in co-operation with parents, school board members and lay leaders, to observe this day with appropriate ceremonies, programs and discussions to the end that people in every community may become informed of the work, program and problems of our rural schools and renew their devotion to the cause of public education."

School superintendents have been furnished with leaflets giving suggestions for observing Rural School Charter Day. This and other material may be secured from the National Education Association, 1201 16th St., N.W., Washington 6, D. C.

"Teaching is Highest Profession"—Orson Welles

In a recent broadcast, Orson Welles said: "Well, Mrs. Ezell, I don't like comic books any more than you do, but I don't like censorship, either. How about a national boycott of all places that sell that sort of book by the Parent-Teachers Association and other similar groups? Churches would certainly be glad to help and the newspapers ought to get behind such a drive. As you point out, you can't forbid junior his penny dreadful. It won't work anymore than forbidding junior's mother and father to take a drink. Prohibition is a bad principle. The answer, of course, is education. Junior must be taught to like something better than the comic books. This won't happen until the biggest salaries in our land go to the teachers instead of to movie actors and radio speech making. Teaching is the highest profession a man or woman can aspire to. And since we live under a profit system, the highest profits ought to go to the best people in the most important job. And the most important job is teaching."

"When you hear somebody ask whatever happened to Mary Smith and the answer comes back, 'Poor Mary, she seemed so promising, but she never amounted to anything after all, she's teaching school.' That's all wrong. The answer ought to be, 'Oh, Mary—she really made good. She's the pride of the family and the big bread winner. She's teaching school.'"

Local Units Have Higher Book Fees Than State

Local administrative units that operate their own rental systems independently of the State system which is operated through the Division of Textbooks of the State Board of Education have higher fees than is charged under the State system, it is disclosed from a check of a number of local plans. There is this difference, however, whereas the local unit systems include supplies, the State plan provides for a rental of books only. In two instances, Burlington and Greensboro, the fee charged includes visual education supplies also. These fees range from \$1 to \$4 per child in grades 1-8 and from \$2 to \$5 per pupil in the high school.

The State fees, on the other hand, range from 50 cents to \$1.40 per pupil in the elementary school and \$2.40 per high school student. Since basal elementary books are furnished free, the rental fees charged for books in these grades apply to supplementary and li-

brary books. In the high schools the fees apply to basal books. In addition to the free books furnished, each administrative unit has been granted \$12 per State teacher allotted for the purchase of instructional supplies during 1946-47, an increase of \$3 per teacher over what was granted the past year.

The accompanying table shows the fees charged pupils for books and supplies in those units not following the State plan from which reports have been received.

ANNUAL FEES CHARGED PUPILS FOR BOOKS AND SUPPLIES
GRADES

| UNIT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | H.S. |
|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Burlington | \$2.00 | \$2.00 | \$2.00 | \$2.00 | \$2.00 | \$2.00 | \$2.00 | \$2.00 | \$3.00 |
| Lenoir | 1.50 | 1.50 | 1.50 | 1.50 | 1.50 | 1.50 | 1.50 | 1.50 | *3.00 |
| Currituck | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 2.00 |
| Durham (county) | 1.00 | 1.50 | 1.50 | 1.50 | 1.50 | 1.75 | 1.75 | 2.50 | 4.00 |
| Durham (city) | 1.10 | 1.40 | 1.50 | 1.50 | 1.50 | 1.70 | 1.70 | 1.70 | 4.00 |
| Tarboro | 1.75 | 2.00 | 2.00 | 2.50 | 2.50 | 2.50 | 2.75 | 2.75 | ----- |
| Forsyth | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 2.60 |
| Greensboro | 2.50 | 2.50 | 2.50 | 2.50 | 2.50 | 2.50 | 4.00 | 4.00 | 4.00 |
| High Point | 1.00 | 1.00 | 1.50 | 1.50 | 2.00 | 3.00 | 3.00 | 3.00 | 4.00 |
| Statesville | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 4.00 |
| Kinston | 1.75 | 2.00 | 2.25 | 2.25 | 2.50 | 2.75 | 2.75 | 2.75 | 5.00 |
| Chapel Hill | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 4.00 |
| Reidsville | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 1.00 | 4.00 |
| Mount Airy | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | 4.00 | ----- |
| Raleigh | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | 5.00 |
| STATE FEES: | | | | | | | | | |
| Plan B or D | .50 | .50 | .60 | .60 | .60 | .70 | .70 | .70 |) |
| Plan E | .75 | .75 | .85 | .85 | .85 | 1.00 | 1.00 | 1.00 |) 2.40 |
| Plan C or F | 1.00 | 1.00 | 1.20 | 1.20 | 1.20 | 1.40 | 1.40 | 1.40 |) |

*Negro pupils, \$2.50.

No reports received from Washington (city), Thomasville, Winston-Salem, Johnston and Sanford. In New Hanover the county furnishes all books and supplies not furnished by the State.

State Printing Delayed

Due largely to the limitation of paper stock a number of printing jobs placed by the State Department of Public Instruction have been delayed considerably, it is stated by L. H. Jobe, Director of Publications.

As an example of delayed printing Mr. Jobe cited an order for county voucher forms which he placed on February 15 and which were not delivered until August 26. Mr. Jobe stated also that he had placed a number of other printing orders with the Division of Purchase and Contract, but that he had been informed due to the difficulty of getting the proper paper stock, it would be some time before delivery could be made. This applied especially to his order for a new supply of Cumulative Record Folders and to the revised *Handbook for Elementary and Secondary Schools*. It takes weeks and even months to get any printing done now, he said.

State Loses On School Bus Insurance

The State paid \$76,672.55 in fire insurance premiums covering the State's school buses in excess of the amount recovered because of fires during this same period, according to records for the past 12 years in the office of C. C. Brown, Director of Transportation for the State Board of Education.

During this period the State paid in premiums a total of \$129,929.19, an average of nearly \$11,000 a year, whereas recoveries amounted to \$53,256.64 during the same period or an average of approximately \$4,500 a year. In other words, Mr. Brown states, the State has collected 40.9 per cent of the amount it has paid out for fire insurance premiums.

Considering each year separately, Mr. Brown stated that collections exceeded premiums paid only two years out of the 12, the largest collection being \$11,160 in 1935-36. The least collection was made in 1940-41 when only \$384.22 for fire losses on school buses was paid. Last year the school bus fire insurance cost \$8,535.53 and collections amounted to \$2,474.99, or a net loss of more than \$6,000 in State funds.

Veterans May Take Supervised Correspondence Study

A supervised group plan of correspondence study carried on through the schools has been approved by the Veterans Administration as meeting the requirements for veterans education under Public Law 346. This study which is furnished by the International Correspondence Schools, Scranton, Pa., has the approval of State Superintendent Clyde A. Erwin and the State Committee on Veterans Education who have the authority in North Carolina for the approval of educational institutions and on-the-job training establishments for the education of veterans.

Some four hundred courses are available through correspondence from the International Correspondence Schools. In addition to the more academic subjects, the courses cover practically all of the trades, vocations and industries. Many veterans would profit from taking appropriate courses.

If school administrators have a need for this kind of program which may be conducted through any local school, they should communicate with Mr. W. F. Echerd, P. O. Box 194, Charlotte. Mr. Echerd is the North Carolina representative of the International Correspondence Schools. Through him or his representative all of the details which are necessary may be learned.

Schools which enter upon a program of this kind should inform the State Superintendent of Public Instruction of the number who are taking the courses, the kind of courses they are pursuing, and the general plan of supervision and administration.

President Truman Endorses Nationwide UN Week

President Harry S. Truman has endorsed the projected nationwide observance of United Nations Week to be held September 22-28 under joint sponsorship of the National Broadcasting Company, the American Association for the United Nations, and the National Education Association. The observance will be coincident with the first session of the United Nations Assembly.

Plans for a nationally observed United Nations Week were initiated by the National Broadcasting Company in co-operation with the American Association for the United Nations and the National Education Association. Participation of schools, business, religious and civic groups, in co-ordination with the National Broadcasting Company and its affiliated stations and with the national headquarters and local branches of the AAUN and NEA, is expected to be nationwide.

Aviation Education Source Book Available

The availability of a source book in the field of aviation education at the elementary school level is announced by Howard W. Sinclair, Assistant Administrator for Aviation Training of the Civil Aeronautics Administration. The volume is a valuable reference book for all who teach or write about aviation for the children of elementary and junior high school age. The school edition may be obtained at a discount of 25 per cent from the list price of \$8 by teachers and school librarians when ordered directly from the publisher, Hastings House, Publishers, Inc., New York.

Superintendents' Conference Held at Chapel Hill, August 7-9

The Annual Superintendents' Conference, sponsored by State Superintendent of Public Instruction Clyde A. Erwin, was held this year on August 7-9 at the University, Chapel Hill. This was the first conference since 1944 when the meeting was held at Duke University, Durham.

The major part of this year's program was devoted to a discussion of school building problems. Dr. Ray L. Hamon, of the U. S. Office of Education, led the discussion in this field at both morning and afternoon sessions on Thursday. W. F. Credle, Director of the Division of Schoolhouse Planning for the State Department of Public Instruction, presided at these sessions.

At the first session Wednesday evening greetings were brought to the conference by Supt. Claude Grigg, Vice-President of the North Carolina Education Association; Supt. J. P. Sifford, President of the Department of Superintendence, NCEA; and Mrs. E. N. Howell, President of the North Carolina Congress of Parents and Teachers. Addresses were given by Paul A. Reid, Controller of the State Board of Education, and J. Warren Smith, Assistant Director of the Division of Vocational Education of the State Department of Public Instruction.

On Thursday night a banquet was held at the Carolina Inn. W. D. Carmichael, Jr., Controller of the Consolidated University, acted as toastmaster and an address was made by Judge E. B. Denny of the North Carolina Supreme Court.

The Friday morning session was devoted to a discussion of the in-service training of teachers led by Dr. J. Henry Highsmith, Director of the Division of Instructional Service; problems of Negro education, led by Dr. N. C. Newbold, Director of Negro Education; and merit rating of teachers, led by Dr. James E. Hillman, Director of the Division of Professional Service—all from the Department of Public Instruction.

A Bill of Rights for Teachers

I. The right to take time in the school day to plan. The general practice in the service school of one hour for each hour of teaching seems adequate.

II. The right to teach classes that are not too large. Depending on the kind of work a class size of from 10 to 20, a very common one in the training program, seems reasonable. To implement this suggestion the schools will need an additional million teachers.

III. The right to an adequate amount of supervision. In the training program an instructor was supervised for 40 per cent to 60 per cent of the time that he taught. The teacher who, day after day, does a grand job finds it difficult to maintain morale and to avoid devastating frustration when no one ever comes to see his work or to discuss his plans with him. Even the pupils may not recognize his unusual excellence until years later when they have perhaps fallen victims to less competent teachers.

IV. The right to work in a room that, with the help of the student, can be made pleasant and appropriate to the tasks to be learned.

V. The right to teach with adequate materials, especially with such audio-visual aids as are genuinely useful and readily available.

VI. The right to a realistic program of in-service education geared to a competent department of research that will keep teaching materials and techniques up to date without too much grief and wasted effort.

VII. The right to a 30-hour per week load. Leaders of labor and civil service are advocating a 30-hour week. As every one knows, a teacher's work—planning, grading papers, visits to homes, etc.—cannot all be left on his desk at the end of the day. No one really knows the average number of work hours per week of all teachers, but it is probably much closer to 60 hours per week than it is to 30.

VIII. *The right to adequate compensation.* Salaries of teachers have risen some during the war period. But as every intelligent citizen knows the general situation is very far from one that guarantees good and zealous teachers for our schools.

Superintendents Adopt Resolution Favoring Supervision

A resolution requesting the State Board of Education to make provision for adequate supervisory services in all school units was adopted at the Friday morning session of superintendents which met at the University of North Carolina, Chapel Hill, August 7-9. The resolution reads as follows:

"Recognizing the need of improving the instructional program in North Carolina, be it resolved that the School Superintendents' Annual Conference request the State Board of Education to make provision for adequate supervisory services in all school units."

Courses for Custodians Are Given

Courses for the school custodians at State College, Raleigh, for whites were given during the week of August 26-29. These courses included classwork covering the following topics: The Heating System, Maintenance of Plant, the Electrical System, Sewage Disposal and Sanitation, the Custodian's Place in the Public School System, the Custodian's Responsibility as Guardian of the Health and Safety of Pupils and Teachers, the Plumbing System, Health and Sanitation and Fire Hazards in the School.

These courses were arranged and given by the State Board of Education in co-operation with the college named.

School Bond Sales Revealed

North Carolina school children bought and sold \$43,790,772 worth of war bonds and stamps during the years 1943-1946, it was revealed recently by the School Savings Section of the Savings Bonds Division of the U. S. Treasury. For this record sales a liberty brick taken from old Independence Hall in Philadelphia was awarded to the school children of the State. This brick will be placed in the State Museum in Raleigh.

Title to Vocational Property Purchased With Federal Funds Vested in Local Unit

By a resolution adopted by the State Board of Education at its July 25 meeting the title to all property purchased with Federal funds for war training and food production programs is vested in the governing boards of the administrative units where such property is located, provided it is used for vocational purposes.

This action of the State Board gives to the local schools the permanent possession of the trade and shop equipment purchased with Federal funds during the war emergency and used in the training of persons for jobs in war industries as well as the canning equipment used in the production and preservation of food.

According to J. Warren Smith, newly appointed Director of the Division of Vocational Education, this equipment should enable the local schools to set up peacetime programs and thus further expand vocational education throughout the State. "With this equipment," Mr. Smith stated, "we can reach a larger number of boys."

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

Public Education, a State Function

Early Beginnings

Although North Carolina was among the first of the states to make provision for the establishment of public schools, the development of a system of schools wherein an equal opportunity is provided for every child living within the boundaries of this State to secure an education was very slow. And although the educational advantages afforded the children of this State now are greater in every way, the ideal of an "equal educational opportunity" for all the youth of the State has by no means been reached. Notwithstanding this fact, the story of public education in North Carolina is one of the most interesting and inspiring phases of her growth and development.

The Constitution of 1776 provided "that a school or schools shall be established by the Legislature for the convenient instruction of youth . . . and all useful learning shall be duly encouraged and promoted in one or more universities." Despite this early provision of the State Constitution, which was continued in the revised Constitution of 1835, no legislative action was taken except the chartering of the University in 1789, its organization in 1792, and the creation of the Literary Fund in 1825. Until January, 1839, when the law providing for the establishment of a system of public instruction was enacted. It was not until December 4, 1852, more than ten years later, that provision was made for the appointment of a person to supervise and direct the system of schools which had been authorized by law. Prior to this time, the schools that had actually been established, were left largely under the control of local officials. Most of the legislation enacted was permissive in character. No provision was made for reports, and consequently no statistical

count of the fact that he had defaulted in the payment of moneys due the Pen-body Fund for which he was acting as agent at the same time. His nearly 18 months' administration was largely a continuation of the policies of his predecessor, Alexander McIver. The people were still apathetic toward education and the public schools, therefore, languished.

John Pool, Stephen's cousin, was appointed by Governor Brogden to serve from July 1, 1876, to January, 1877. He repeated the recommendations made by his immediate predecessors, and expressed the opinion that the schools could be improved by sending the State Superintendent to study the systems in other states.

1877 to 1901

The next 24 years, from 1877 to 1901, of the office of State Superintendent is characterized by the names of three men: John C. Scarborough, who served two terms, one of eight years from 1877 to 1884, and a second of four years from 1893 to 1896; Sidney M. Finger, who served eight years from 1885 to 1892; and Charles H. Mebane who served from 1897 to 1900.

Although school progress during this period was slow, a number of provisions were made for the improvement of public education. Among these the more important were perhaps the following:

1. Gradual increase in the revenue authorized for schools (1877-1900).
2. The provision for summer schools, normal schools, and teachers' institutes (1879-1881).
3. The voting under legislative authority of special taxes in towns for the establishment of graded schools (1875-1885).
4. The creation of county boards of

6. State aid was provided for the establishment of rural libraries.

7. The State Department of Public Instruction was strengthened and authority was given for the issuance of bulletins.

8. The State Association of County Superintendents was organized (1905).

9. The establishment of rural high schools was authorized, and an appropriation of \$45,000 was made to aid in their maintenance (1907).

10. The school term was lengthened by the effect of the reversal of the opinion of the Supreme Court decision of 1885 (1907).

11. An improved compulsory attendance law was enacted (1913).

12. Children under 12 years of age were prohibited by law from being employed in factories except as an apprentice and only after they had attended school at least four months during the year (1913).

13. A Statewide law based on the Guilford County Act providing for the teaching of agriculture and domestic science in the high schools was passed (1913).

14. Legislation permitting counties to issue bonds upon favorable vote by the people to build schoolhouses was enacted.

15. A new certification scheme designed to improve the training of teachers was set in motion (1917).

16. Provision was made for submitting to the voters of the State the question of amending the Constitution to extend the minimum school term to six months (1917).

Brooks' Administration, 1919-1923

Dr. E. C. Brooks, Professor of Education in Trinity College, now Duke University, was appointed State Superintendent of Public Instruction by Governor Bickett on January 1, 1919, and served until June 11, 1923.

During this period the public schools made noticeable progress. Perhaps the

5. The revision of the school curriculum.

6. The introduction of a monthly paper, STATE SCHOOL FACTS, for the dissemination of information about the schools.

7. An increased emphasis upon library facilities, with the addition of a person to the Department staff in charge of school libraries.

8. An increase in the Equalization Fund to \$5,250,000 and a tax reduction of \$1,250,000 (1930-31).

9. The assumption of the support of the six-months school term by the State, supported by a direct appropriation of \$11,500,000, a 15-cent property tax levy estimated to yield \$4,350,000, and \$1,320,000 from fines, forfeitures and penalties. In addition an appropriation of \$1,500,000 was made toward the support of the extended term in schools operating eight months.

10. The provision for a State-supported uniform eight-months school term on State standards (1933).

1934 to the Present

Clyde A. Erwin, Superintendent of Schools of Rutherford County, was appointed State Superintendent of Public Instruction on October 24, 1934, by Governor Ehringhaus to succeed the late Dr. A. T. Allen. The State had just started on the second year of its eight-months term program at State expense. The appropriation for the operation of that year's program was \$16,000,000, and this sum, plus \$2,296,364 from fines, forfeitures, penalties, and other local funds—a total of \$18,296,364—was the amount of money expended for the current operation of the public schools.

Since that low point in our recent history, the public schools have fared better at each subsequent convening of the General Assembly. The trend both in funds made available and in expanded opportunities provided for the children of the State has been upward and outward. Public education is more fully realized now as a State function than ever before.

1934-35
1935-36
1936-37
1937-38
1938-39
1939-40

1. The Department of Public Instruction was reorganized.
2. The Department of Public Instruction was reorganized.
3. The Department of Public Instruction was reorganized.
4. The Department of Public Instruction was reorganized.
5. The Department of Public Instruction was reorganized.
6. The Department of Public Instruction was reorganized.
7. The Department of Public Instruction was reorganized.
8. The Department of Public Instruction was reorganized.
9. The Department of Public Instruction was reorganized.
10. The Department of Public Instruction was reorganized.

of Calvin H. Wiley, who served 10 years as the first State Superintendent, to his genius for leadership and organization, and to his philosophy that public education is the only sure and safe foundation in a democratic society, the State public school system was finally established. According to historians, North Carolina at the beginning of the War Between the States in 1861, had one of the best systems of public schools in the nation. Statistics for this year show that there were: six colleges with 2,400 students; 350 academies with 15,000 students; and 4,000 public schools with an enrollment of 160,000 pupils.

By an act of the Legislature, the office of Superintendent of Schools was abolished on March 10, 1866. And thus came to an end a system of schools for which provisions for financial support had been made by a combination of local taxation and income from the Literary Fund for educating the youth of the State.

1868 to 1877

The Constitution of 1868 provided for a State Board of Education and "for a general and uniform system of Public Schools, wherein tuition shall be free of charge to all the children of the State between the ages of six and twenty-one years."

Under this new fundamental law the Rev. S. S. Ashley, who had come to the State three years before, was elected to head the State educational system. He served in this capacity until October 1, 1871. Due to the many obstacles in the way of establishing a system of public schools—lack of money, opposition to taxation, lack of competent teachers, and prejudice against Negro education — not much progress was made during Ashley's administration.

Alexander McIver of Guilford County was appointed by Governor Caldwell to succeed Ashley, and he served until he was defeated for re-election by Stephen D. Pool. The approximately three years of McIver's administration as State Superintendent were marked by little improvement in the public school situation. The schools operated from two to four months, but in many instances no schools at all were conducted.

Stephen D. Pool, of Craven County, took the oath of office on November 19, 1874, and served until June 30, 1876. when he was forced to resign on ac-

the establishment of graded schools and the consolidation of smaller towns or villages into larger ones. The inauguration of salary schedules for teachers, principals and superintendents, and the strengthening of the certification regulations, including a plan for standardizing the teacher training facilities in the normal schools and colleges of the State (1920-21).

3. The first two \$5,000,000 special building funds to be loaned to the counties for the erection of school-houses (1921 and 1923), thus stimulating the erection of many modern buildings for school purposes.

AC. 1901 to 1918

The history of the development of public education during this present century got off to a good start under the administration of Governor Charles B. Aycock. In his campaign he declared that it would be his aim to aid the cause of education if he were elected. In part fulfillment of his promises to the people he called a conference of the educational leaders of the State. As a result of this conference an educational campaign was inaugurated with a committee in charge entitled "The Central Campaign Committee for the Promotion of Public Education in North Carolina."

The committee, composed of Governor Aycock, State Superintendent Thomas F. Toon, who had been elected at the same time, and Dr. Charles D. McIver, chairman of the campaign committee of the Southern Education Board, and other leaders, planned for the general improvement of the educational opportunity of the youth of the State. Early in the campaign, February 10, 1902, State Superintendent Toon died, and James Y. Joyner, Professor of English in the then State Normal and Industrial College at Greensboro, now Womans' College of the University, was appointed to succeed him.

Joyner served as the State Superintendent of Public Instruction for nearly 17 years, until January 1, 1919. During his incumbency the schools made much progress. A few of the highlights of this period were the following:

1. The number of local tax districts was greatly increased.
2. Many districts were consolidated into larger districts.
3. Many new schoolhouses were erected.
4. The equalization fund of \$100,000 was started and increased in later years.

5. The Literary Fund was converted into a revolving fund to be used as a loan fund for the erection of school buildings.

months school term amendment (1919-1920).

2. The inauguration of salary schedules for teachers, principals and superintendents, and the strengthening of the certification regulations, including a plan for standardizing the teacher training facilities in the normal schools and colleges of the State (1920-21).

3. The first two \$5,000,000 special building funds to be loaned to the counties for the erection of school-houses (1921 and 1923), thus stimulating the erection of many modern buildings for school purposes.

4. The increase in staff personnel of the Department of Public Instruction.

5. The decrease in number of districts and a corresponding increase in larger school instructional areas by consolidation in accordance with a countywide plan of school organization, thus resulting in a decided decrease in the number of small schools.

6. The beginning of transportation at public expense.

7. A recodification of the public school laws.

8. The beginning of vocational education under the provisions of the Federal Smith-Hughes Act. The State Board for Vocational Education was created with the State Superintendent as executive officer.

Allen Administration, 1923-1934

A. T. Allen, Director of the Division of Teacher Training for the State Department of Public Instruction, was appointed by Governor Morrison as State Superintendent of Public Instruction and took office on June 11, 1923. He died while serving in this position on October 20, 1934.

During his more than 11 years service the public schools made remarkable progress. This period also witnessed the depths of the depression and consequently much retardation in school improvement. Perhaps, the most outstanding facts during these years are the following:

1. The continuation of the building program under the stimulation of two additional special building funds, \$5,000,000 and \$2,500,000 (1925 and 1927).
2. The introduction by law of the countywide plan of school organization (1924).

3. The emphasis upon better elementary schools and their standardization.

4. The improvement in the training of teachers, including a scheme for rating the teachers employed in a unit.

| | |
|---------|--------------|
| 1935-36 | \$20,031,000 |
| 1936-37 | 20,900,000 |
| 1937-38 | 24,396,367 |
| 1938-39 | 24,986,160 |
| 1939-40 | 25,941,313 |
| 1940-41 | 27,000,000 |
| 1941-42 | 28,158,324 |
| 1942-43 | 29,454,233 |
| 1943-44 | 37,062,874 |
| 1944-45 | 38,140,941 |
| 1945-46 | 41,360,374 |
| 1946-47 | 41,997,738 |

In addition to this particular appropriation the appropriation for vocational education has increased from \$146,000 in 1935-36 to \$1,257,427 for 1946-47. Then, too, the appropriation for the purchase of school buses was separated from the regular support with a \$650,000 appropriation for each of the years for the 1943-45 biennium and \$1,338,764 and \$960,000 respectively for 1945-46 and 1946-47.

Other significant advances made during this period have been the following:

1. The establishment of a rental system of textbooks in 1935.
2. The provision for free basal textbooks for grades 1-7 in 1937.
3. The provision for voting taxes for supplementing school purposes in districts having a school population of 1,000 or more in 1939.
4. The establishment of a retirement system for all teachers and other State employees in 1941.
5. The provision for the introduction in lieu of the 11-year plan in 1942-43.
6. The provision for a single State Board of Education to take the place of five existing State agencies in 1943-44.

7. The extension of State support to a nine-months school term in 1943-44. With free textbooks now furnished to all elementary school children; with transportation at State expense for approximately 350,000 pupils; with nearly 1,000 high schools in which more than 129,000 boys and girls are enrolled; with library facilities increased to more than 3,000,000 books; with many modern and adequately equipped buildings valued at nearly \$130,000,000 located throughout the State; with vocational education greatly expanded; and with the curriculum extended to a 12-year program on the basis of a nine-months term—surely it can be said that educational opportunities in North Carolina have been greatly expanded.

Smith Succeeds Browne As Director Vocational Education

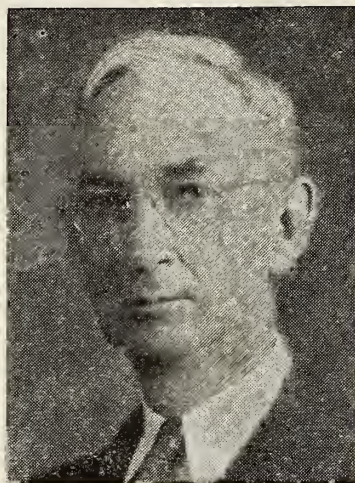
● J. Warren Smith, Assistant Director of Vocational Education for the past year, has been appointed to succeed T. E. Browne, State Director, who retired on September 1. Mr. Browne will continue as Director of the Division of Teacher Education of State College, which position he has held part-time with the State Department office.

Mr. Smith has had a number of years of experience in North Carolina schools, his main interest being in trade and industrial education. Before becoming Assistant Director of Vocational Education a year ago, he directed for three years, 1942-45, the Vocational Training Program for War Production Workers of the State Department of Public Instruction. Prior to that Mr. Smith was employed as Professor of Industrial Education at North Carolina State College, from which position he was on leave of absence during the war period. In 1935-37 he was Assistant State Supervisor of Trade and Industrial Education of the Division of Vocational Education.

Mr. Smith taught in the public schools of the State from 1920 to 1933—in Raleigh from 1920 to 1924 and in Winston-Salem from 1924 to 1933. And before coming to North Carolina from Ohio, he taught in both the high schools and colleges of that State prior to receiving his B.S. degree from Miami University, Oxford, Ohio, in 1924. Mr. Smith obtained his M.S. degree from Columbia University in 1930.

Mr. Browne has been with the Department of Public Instruction as Director of Vocational Education since the inception of the Division in 1917 following the passage of the Smith-Hughes Act making provision for instruction in vocational education in the states. Prior to becoming State Director, he was Assistant Farm Demonstration Agent in charge of boys and girls club work, lecturer at farmers' organizations, county superintendent of his home county of Hertford and high school teacher. He graduated from Wake Forest College in 1902 with an A.B. degree and in 1925 he received his M.S. degree from Columbia University. He has held numerous positions with State and national organizations concerned with vocational education.

"Mr. Browne has pioneered our State program of vocational education," State Superintendent of Public Instruction Clyde A. Erwin stated in making the announcement of his retirement. "He has been an able administrator, and I attribute the growth and development of this program largely to his continuous work in its promotion. I regret to



see him leave this work, but I realize that he deserves a well-earned rest.

"I believe that Mr. Smith measures up as Director of Vocational Education in a remarkably fine way. His experience and qualifications fit him admirably as the logical successor to Mr. Browne. I am sure that under his leadership in this position the State will go forward in this field and the schools providing this type of opportunities for our boys and girls will be increased in number and enlarged and expanded in their facilities."

Commission Will Go to Germany to Study Schools

A special commission of American educators will leave soon for Germany to study educational conditions in that occupied country and to suggest a program to the military government.

The commission is being selected by the State Department in co-operation with the War Department.

Changes Made in Supts.

Since the issuance of the 1945-46 *Educational Directory*, publication of the State Department of Public Instruction, there have been a number of changes in county and city superintendents. These changes are:

Washington (City): Edwin A. West, the high school principal, took the place of E. S. Johnson who resigned to enter private business.

Bertie: J. L. Dupree, principal of the Cannon, Kannapolis, High School, replaced H. W. Early, who retired.

Cumberland: F. D. Byrd, Jr., who was elected to succeed the late A. B. Wilkins, has returned from the U. S. Navy to replace J. W. Coon, who has been acting superintendent.

Gastonia: F. M. Waters, Superintendent of the Hendersonville schools, was elected to succeed K. G. Phillips, who resigned to enter private business.

Harnett: C. Reid Ross, who has been on a leave of absence with the U. S. Navy, has returned to his position here, replacing G. T. Proffit, who has accepted the position of Assistant Superintendent of Orange County.

Hendersonville: A. D. Kornegay, principal of the McIver Elementary School, Kannapolis, was elected to succeed F. M. Waters, who resigned to accept the superintendency of the Gastonia unit.

Sanford: M. A. McLeod, principal of the high school, was made superintendent of that unit when G. R. Wheeler resigned to devote his entire time to the Lee County schools.

Rockingham (county): J. Allan Lewis, principal of the Wentworth schools, was elected to succeed J. C. Colley, who resigned to accept work with the Denoyer-Geppert Company, manufacturer of maps.

Reidsville: C. C. Lipscomb, principal of the high school, replaced L. J. Perry when he resigned to go with Elon College.

Laurinburg: A. B. Gibson has returned from the armed services to his position as superintendent, replacing D. K. Pittman, who held this position while Mr. Gibson was away.

Watauga: W. H. Walker has returned from the service also to his former job as superintendent and S. F. Horton who held office during the period he was absent returned to Cove Creek as high school principal.

Emergency Certification Regulations Continued For 1946-47 Term

The Emergency Certification Regulations which were adopted for 1945-46 were continued for the 1946-47 school year at a recent meeting of the State Board of Education.

Under these regulations only three types of certificates, each based upon college graduation as a minimum, are issued: the Graduate, Class A and Class B. Persons employed as teachers who do not meet the requirements for a certificate will be given a rating based upon the credit earned at an institution of college grade as follows:

(1) Emergency A to the teacher who holds a master's degree but does not qualify for a regular Class A Certificate; (2) Emergency B to the teacher who has graduated from a standard two-year normal school or who has credit for 90 semester hours from a standard college; (3) War Permit to a teacher who has credit for 60 to 89 semester hours of standard college work; (4) Non-standard to a teacher who has credit for less than 60 hours of standard college work.

Certificates not out of date may be evaluated in terms of present regulations. These certificates, if issued since 1931, have been validated by law. All others must fulfill the renewal requirements or revert to the next lower class.

Workbooks Not Necessary, Highsmith Says

When the new textbooks were under consideration for adoption the representatives of the publishers stated emphatically that workbooks for use with these texts were NOT NECESSARY, stated Dr. J. Henry Highsmith, Director of the Division of Instructional Service for the State Department of Public Instruction, in a recent letter to county and city superintendents.

Dr. Highsmith also stated that the use of workbooks has been abused in many instances. The purchase of such material, he stated, all too frequently has been not only a waste of money, but a positive hindrance to effective instruction.

Superintendents were advised by Dr. Highsmith not to approve the purchase of any workbooks for use with State-adopted textbooks until the following conditions have been met:

"1. The textbook has been used in all the schools in your administrative unit for at least one full school session.

"2. A committee composed of principals and teachers has carefully examined a proposed workbook and has recommended its use.

"3. A proposed workbook is keyed to a State-adopted text and is necessary for proper instruction. However, the fact that an adopted textbook needs a workbook may constitute a good reason why it should not have been adopted in the first place."

Good Pictures Wanted

The State Department of Public Instruction needs good photographs that can be used in making cuts for its publications in interpreting public education to the people of the State and nation. As an aid in securing suitable pictures for this purpose the following guides are listed:

I. Some Guides for Taking Pictures

1. Pictures should, if possible, show activity. Get action shots.
2. Avoid formal or posed pictures.
3. Have person or persons in picture look at the work being done, not at the camera or photographer.
4. Avoid taking pictures that might in any way be considered as advertising.
5. Avoid a cluttered appearance by getting too much or too many persons in one picture.
6. Be sure camera is focused for proper distance.
7. When taking interior pictures:
 - (a) Be sure the room is in order—window shades even, etc.
 - (b) Be sure that persons or things photographed make a neat appearance.
 - (c) Get close-up shots to show details as well as overall shots.
 - (d) Avoid shadows by proper lighting.

II. Information to Include With Each Picture

1. The year photographed.
2. Name of school, city or town, and state.
3. Explanatory comments on the activity being carried out in the picture. Make legends complete.

III. Send the pictures to L. H. Jobe, Division of Publications, State Department of Public Instruction, Raleigh, N. C.

Activities for Workshops Are Suggested

A list of activities for organizing and conducting a workshop type of program of in-service training has recently been prepared by the Division of Instructional Service, Department of Public Instruction, for use in the administrative school units of the State. "Participation by every principal and every teacher in one or more workshop groups in keeping with interests and needs" is the workshop slogan.

The following area activities are suggested for workshops: Language Arts, Nutrition, Arithmetic, Industrial Arts, Art, Physical Education, Music, Science, Writing, Library, North Carolina, Children's Literature, Auditory and Visual Aids, Speech, and other subjects.

Detailed suggestions and other help and information may be obtained from the Division of Instructional Service, State Department of Public Instruction, Raleigh.

Beginning Teacher Salary of \$2,400 Recommended at National Conference

A salary schedule starting at \$2,400 a year for all teachers with bachelor's degrees was recommended at the National Emergency Conference on Teacher Preparation and Supply held at Chautauqua, N. Y., June 28 and 29, under the auspices of NEA. Forty-six states and 51 national organizations were represented.

Improved presentation of the needs of education to the public was urged. The conference felt there is too little emphasis upon the inadequacy of the education of children and too much on the hardships encountered by teachers. Need for greatly increased Federal aid for both current expenses and buildings was stressed in one of the several group reports.

School Teachers Asked to Stress Voting Procedure

The Committee for North Carolina, a non-political welfare organization affiliated with the Southern Conference for Human Welfare, has asked the public schools to plan programs stressing the importance of registering and voting. Some of these suggestions are the following:

1. *Essay contests* on the importance of voting. The prize essay might be published in the local city or county newspaper or read over the local radio station. Newspapers and radio stations as well as all other civic groups are always glad to participate in or help with this kind of activity.

2. *Poster contests* for drawing or art classes. Social studies classes might be interested in studying the techniques of advertising and publicity. A similar prize could be arranged here as in the essay contest.

3. *Window displays* on civic rights and duties with election information could be designed by an interested group and offered to the local department or drygoods store.

4. *Study groups* for the older pupils which would read and discuss the national and State constitutions.

5. *Citizenship tags* distributed by the children to their parents when the adults become "GOOD CITIZENS—WE REGISTERED AND ARE GOING TO VOTE."

6. *Interviewing campaigns* in which the pupils would put their theory into practice and explain to others the importance of real civic responsibility.

7. *Non-partisan election information* for distribution by the students.

8. *Articles and editorials* for the school newspaper or bulletin board.

9. *Classroom discussion* in almost every class subject—democratic responsibility has many aspects.

For further information write the Committee for North Carolina, 115 Church Street, Greensboro, N. C.

Office Staff Changes Recently Made

A number of changes in the personnel of the staffs of the State Board of Education and the Department of Public Instruction have been made recently.

Dr. E. H. Ellinwood, Co-ordinator of the School-Health Co-ordinating Service, resigned effective July 1 to become Health Officer of the Catawba-Lincoln unit under the supervision of the State Board of Health. No successor to him has as yet been appointed.

T. E. Browne, Director of the Division of Vocational Education, has retired as of September 1 and will give his entire time to his State College duties as Director of the Division of Teacher Education.

J. Warren Smith, Assistant Director of the Division of Vocational Education, was appointed to succeed Mr. Browne.

S. Marion Justice, Supervisor of Occupational Information and Guidance Service, on leave of absence with the Navy, resigned to accept work with the Department of Labor.

Miss Ella Stephens Barrett, who has been Acting Supervisor, was appointed Supervisor to succeed Mr. Justice.

H. E. Kendall, Director of Plant Operation for the State Board of Education, on military leave with the Army, was appointed Chairman of the State Employment Compensation Commission, effective July 1, 1946.

C. W. Blanchard, Acting Director of this Division, was made Director.

S. E. Duncan, part-time Acting Supervisor of Negro High Schools, was made Supervisor as of July 1. He succeeds A. E. Manly who resigned July 1, 1945 to go with the North Carolina College for Negroes, Durham.

In addition to these changes, there have been a number of new appointments in the field force of the Division of Rehabilitation as well as the clerical and stenographical employees in all divisions.

Schedule of NCEA 1946 District Meetings Announced

The 1946 district meetings of the North Carolina Education Association were recently announced as follows:

Western District: Asheville, October 11.

South Piedmont District: Charlotte, October 18.

Northwestern District: Winston-Salem, October 25.

North Central District: Goldsboro, November 1.

Southeastern District: Wilmington, November 8.

Northeastern District: Greenville, November 15.

Space for exhibits will be available at each meeting. Write John G. Bikle, Box 350, Raleigh, N. C., for further information.

War Experience Is Challenge to Schools

An improvement of American educational methods as a result of the lessons learned during the war is forecast in Public Affairs Pamphlet No. 112, *We Can Have Better Schools*, by Maxwell S. Stewart, published in January, 1946. The study,

We Can Have Better Schools is one of the series of ten-cent pamphlets issued by the Public Affairs Committee, Inc., a nonprofit educational organization at 30 Rockefeller Plaza, New York 20.

of the better techniques in view of the large number of selective service rejections for educational deficiencies and the success of the special training projects of the army and navy.

which is based on the findings of a round table of distinguished educators and on various educational documents, stresses the importance

Democratic Party Platform Pledges Continued Support Of Public Education

"We pledge to the school system the continued interest and support of the Democratic party," is an important sentence taken from the text of the State Democratic platform adopted by the State Democratic Convention's Platform Committee which met in Raleigh on May 1, 1946.

"There must be still further progress" is another important sentence from this document.

And a third reads, "As our increasing wealth makes possible, we must enlarge our financial support of the State school system."

In addition to these pledges relating specifically to public education generally, the platform recommends that "The General Assembly of 1947 should make such increases in the compensations of State teachers and employees as conditions prevailing in early 1947 show to be equitable and deserving. The State of North Carolina must be an enlightened and just employer, dealing fairly with its employees."

Still another important pledge from this platform which is fundamental to the effective operation of the public school systems reads as follows:

"At the earliest practical moment, the State of North Carolina should institute a comprehensive and effective school health program that will reach into every schoolhouse, however remote, in the State and that will insure to every school child, however poor, that his physical defects are detected and corrected. Such a program will mean a healthier citizenship and a reduced dependency load a generation hence and will provide the most genuine equalization of educational opportunity."

"To such a program we pledge the earnest support of the Democratic party of North Carolina."

Board Adopts \$46,000,000 School Budget for 1946-47

A State budget of \$45,839,449 for operating the public schools for the year 1946-47 was adopted by the State Board of Education at its June 27 meeting. This budget is \$1,968,284 more than the \$43,871,165.38 expended from State funds during 1945-46. An unallotted \$200,000 reserve fund plus \$8,520 unallotted emergency salary makes a grand total of \$46,047,969 available for public schools during 1946-47.

The budget adopted provides for expenditures for the following objects:

| | |
|-----------------------|--------------|
| General Control | \$ 1,174,573 |
| Instructional Service | 38,537,746 |
| Operation of Plant | 2,951,255 |
| Fixed Charges | 25,000 |
| Auxiliary Agencies | 3,150,875 |

\$45,839,449

The increase in the allotments for these several objects, according to Paul A. Reid, Controller, is accounted for by reason of the following:

1. An increase in the number of teachers to be employed.
2. A 20 per cent increase in clerical services to the units.
3. An increase in the allotment for instructional supplies from \$9 to \$12 per State-allotted teacher.
4. An increase in library supplies from \$5 to \$7 per State-allotted teacher.
5. A small increase for janitors' supplies.
6. An increase for fuel and other supplies where prices have advanced.

State Rehabilitates Handicapped Persons

In the three years since July 6, 1943, when the law expanding State-Federal vocational rehabilitation was enacted, 5,581 physically and mentally handicapped men and women of working age from North Carolina have completed rehabilitation and gone back to work, according to Charles H. Warren, Director of the Division of Vocational Rehabilitation, State Department of Public Instruction.

The average cost of rehabilitating a handicapped person, Mr. Warren stated, is less than \$300. This figure, he pointed out, is all the more impressive because it is a one-time expense—as contrasted with the recurring cost of from \$300 to \$500 a year which must come from public or private funds to maintain such a person in dependency.

Of the men and women rehabilitated into jobs last year alone, Mr. Warren said, a high percentage were unemployed at the time of applying for services and only a few had ever worked previously. Before rehabilitation they received subsistence principally from relatives, friends, or public support. After rehabilitation, they became self-supporting, earning at a tremendously increased rate—a high percentage of them making more than any member of the rehabilitation staff engaged in the promulgation of the program.

Board Member Dies

Dr. Julian S. Miller, member of the State Board of Education representing the seventh educational district, died suddenly July 28 in Lumberton where he had motored.

Dr. Miller had been a member and vice-chairman of the State Board of Education since 1943 when the Board was reorganized in accordance with the Constitutional amendment voted in 1942. Prior to that he was a member of the State School Commission.

J. Harold Lineberger, of Belmont, Gaston County, was appointed by Governor Cherry to fill out the unexpired term of Dr. Miller.

Sixth Annual Science Talent Search is Announced

The sixth annual Science Talent Search among the high school seniors of the nation to find the 40 outstanding students in science has recently been announced by Science Clubs of America. Entrants in the contest will compete for a total of \$14,000 in cash scholarships with a first prize of \$2,400, eight additional prizes of \$400, \$3,000 to be distributed in the discretion of the judges, plus trips to Washington.

Any boy or girl who is in his last year in a secondary school (public, private, parochial) in continental United States, who is expected by the certifying school official to complete college entrance qualifications before October 1, 1947, and who has not competed in any previous Science Talent Search is eligible to enter this competition.

There were no winners from North Carolina last year.

For further information write Science Clubs of America, 1719 N. St., N.W., Washington 6, D. C.

Few Schools Operated Short Term Last Year

Very few schools made request for a shortened school term, even though many schools had to close last year for several weeks due to road conditions on account of bad weather, it is disclosed from the minutes of the State Board of Education.

From this record it is noted that the following schools requested and were granted permission to operate less than nine months during 1945-46:

Ashe County—Fairview.
Currituck County—Corolla.
Iredell County—Neiltown.
Lincoln County—Edwards' Grove.
Onslow County—Richland.
Robeson County—Piney Grove No. 1, Rennert, Bethel Hill, Sunlings Independent and Sandy Grove.
Stokes County—Brim Grove.
Swain County—Hawitts and Silvermine.
Watauga County—Cook.
Wilkes County—Oak Grove and Burke.

World Peace Oratorical Program Outlined for State's High Schools

"Is World Government the Path to Peace?" is the subject selected for oratorical contests open to the high schools of the State this fall.

This contest, which has for its objective the stimulation of interest in World Peace among the masses of the people, is being promoted by the Extension Division of the University of North Carolina, though some local organization must sponsor the local contest and provide the necessary awards.

The final contest in each school, under the rules, must be completed by December 15, 1946. Copies of the rules and other information in regard to the contest may be procured from the Extension Division of the University, Chapel Hill, N. C.

New Texts Adopted at June 6 Board Meeting

New spelling, handwriting, dramatics, journalism, and speech books were adopted by the State Board of Education at its June 6 meeting. Contracts have already been signed between the Board and the publishers of the books adopted, and just as soon as they are delivered the schools may use them.

The books adopted were as follows: "My Spelling," grades 2-8, by Yoakam and Daw, published by Ginn & Co.

"Using Words," advanced course for the high school, by Billington and Walpole, published by Silver Burdett Co.

"Children's Handwriting Guides," grades 1-8, by Hansam, Eppler, et al, published by The Economy Co.

"The Stage and the School," by Ommann, published by Harper & Bros.

"Between Deadlines," by Merriman, published by Benj. H. Sanborn & Co.

"American Speech," by Hedde and Brigrance, published by J. B. Lippincott Co.

Board Approves \$6,000,000 School Lunch Program

A school-lunch program for 1946-47 to cost \$6,265,147.82 was approved by the State Board of Education at its July 25th meeting.

This approved budget will be met with \$2,747,871.85 of Federal funds and \$3,517,275.97 of matching local funds, payments by students and local budgets for those unable to pay. The Federal allotments are divided into \$2,276,113.32 for food items and \$471,758.53 for non-food assistance, each of which must be matched by local funds.

According to Mrs. Anne Malcy, State Supervisor of the School Lunch Program, which operates as a part of the Division of Vocational Education of the State Department of Public Instruction, it is anticipated that there will be 1,250 participating schools. Last year, she said 1,015 schools were approved for operation.

Cooke Becomes President of East Carolina Teachers College

Dr. Dennis A. Cooke, Head of the Department of Education Administration at Peabody College, Nashville, Tenn., for the past six years, was elected president of East Carolina Teachers College, Greenville, early in May. He assumed office August 1. Dr. Cooke succeeds Dr. Howard J. McGinnis, who has been acting president for nearly two years, following the retirement of Dr. Leon R. Meadows.

Dr. Cooke is well known in educational circles as an author and teacher of education administration. He attended Duke University, where he received both his bachelor's and master's degrees. He took his Ph.D. degree at Peabody. Before going to Peabody, he had several years experience in the public schools of North Carolina, having served as teacher in the Maiden and Aberdeen schools and principal of the Orphanage school at Oxford.

FFA and FHA Clubs Put Up 186,000 Cans of Food For War Relief

North Carolina boys and girls, members of Future Farmers of America and Future Homemakers of America, put up 186,210 No. 2 cans of food last fall for the United Nations Relief and Rehabilitation Administration, it is learned from an article by Betty Stansbury in *Tar Heel Talks*, official publication of the North Carolina Association of Future Farmers of America, for March.

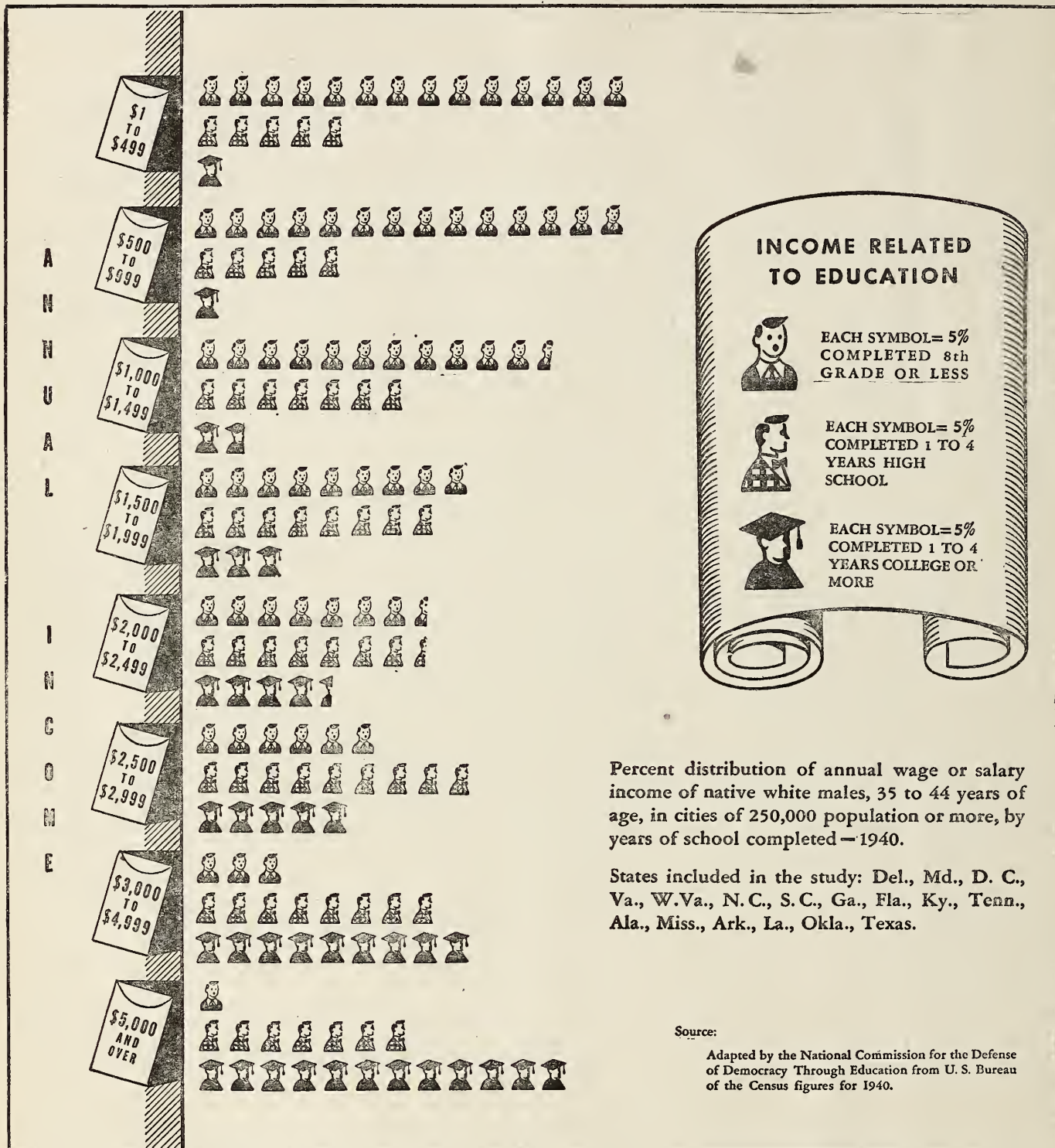
The article reveals that North Carolina's combined FFA chapters set a goal of 100,000 cans, but with the aid of the girls from the FHA clubs the goal was nearly doubled. According to R. J. Peeler, Executive Secretary of the North Carolina FFA Association, the members of both FFA and FHA associations, are to be congratulated for their outstanding achievement.

Committee Reports on the Elementary Schools in North Carolina

"The Elementary School in North Carolina" is the title of a progress report recently made by the North Carolina Committee on Elementary Education to the Southern States Work-Conference on Administrative Problem. The report covers a study of 29 schools, six of the number for the Negro race.

According to the chairman of the committee, Dr. H. Arnold Perry, of the State Department of Public Instruction, and Dr. Roy W. Morrison, of the University of North Carolina, "This report is a survey of the findings of the year's work. . . . It is in no sense complete, neither does it contain a great amount of quantitative data. It attempts to interpret the current situation in such a way as to point some directions for future progress."

Better Educated Men Predominate in Higher Salary Brackets



There is a striking correlation between workers' educational advantages and their earning ability. Industry is increasingly aware of the fact that better educational facilities play a major role in preparing workers for better jobs and in broadening the market of those who want and can afford more and better products.

A study released by Dr. Donald DuShane, secretary, National

Commission for the Defense of Democracy Through Education, graphically proves that those who have gone to high school have a definitely greater earning ability than those who have not, and that those who have gone to college predominate in the higher income brackets.

The chart shows, in detail, the educational background of those in low, medium, and high income brackets.

LAWS, RULINGS and OPINIONS

Countywide Tax for Maintenance and Repair of School Buildings Owned by City Administrative Units, Etc.

In reply to inquiry: You advised over the telephone that Mr. _____, County Attorney, suggested that you ask my opinion on the following questions which were prepared by _____:

(1) May a tax be lawfully levied on all county property for the maintenance and repair of school buildings, the title to which is vested in a city administrative unit within the county; and may it levy a tax, countywide, for vocational teachers and for fixed charges in the city administrative unit over the county as a whole?

General Statutes 115-356 provides, in part, as follows:

"The objects of expenditure designated as maintenance of plant and fixed charges shall be supplied from funds required by law to be placed to the credit of the public school funds of the county and derived from fines, forfeitures, penalties, dog taxes, and poll taxes, and from all other sources except state funds: Provided, that when necessity shall be shown, and upon the approval of the county board of education or the trustees of any city administrative unit, the state board of education may approve the use of such funds in any administrative unit to supplement any object or item of the current expense budget, including the supplementing of the teaching of vocational subjects; and in such cases the tax levying authorities of the county administrative unit shall make a sufficient tax levy to provide the necessary funds for maintenance of plant, fixed charges, and capital outlay: Provided, further, that the tax levying authorities in any county administrative unit, with the approval of the state board of education, may levy taxes to provide necessary funds for teaching vocational agriculture and home economics and trades and industrial vocational subjects supported in part from federal vocational educational funds: Provided, further, that nothing in this subchapter shall prevent the use of federal and/or privately donated funds which may be made available for the operation of the public schools under such regulations as the state board of education may provide."

This quoted portion of G. S. 115-356, I believe, fully answers your question. Under the authority of this statute, if fines, forfeitures, penalties, dog taxes and poll taxes are used for purposes other than maintenance of plant and fixed charges, with the approval of the State Board of Education, the county is authorized and required to levy a countywide tax to provide the funds necessary for the maintenance of plant and repair of school buildings, which

would, of course, include the maintenance of plant and school buildings in city administrative units. Before any such tax could be levied, however, it would be necessary that the approvals be secured for use of the fines, forfeitures, etc., for some other purpose within the current expense budget.

Your second question was as follows:

(2) What is the maximum rate of ad valorem taxes which may be levied by the County Board of Commissioners, as the tax levying authority, upon the taxable property within the boundaries of the _____ School District as a special tax for current expenses of the schools operated in the _____ School District?

The Board of Commissioners of your county would not be authorized to levy any special tax upon the taxable property within the boundaries of the _____ School District as a special tax for current expenses, unless such a tax had been authorized by a vote of the people as provided for local supplements in G. S. 115-361 and G. S. 115-362. This law provides that the maximum tax to be levied shall be determined by the petition and the vote of the people thereon. These statutes do not set any maximum tax but leaves this to be determined by the petition and the vote of the people. Therefore, in order to ascertain what is the maximum rate of tax which may be levied in the _____ School District, it would be necessary to examine the petition for the supplement which, I assume, has been voted in this district, and the vote of the people thereon.—Attorney General, May 15, 1946.

Deeds; School Property; Reversions

In reply to inquiry: I have your letter of March 9, 1946, in which you enclose a letter from Mr. _____, Superintendent of Schools in _____ County, in which Mr. _____ asks if the _____ County Board of Education has authority to sell some real property which it acquired by deed a number of years ago. In the deed the grantors conveyed the land to the grantees "to be occupied and used by the colored people and pupils of said township and said district No. 3 expressly for school purposes and no other, and as soon as the aforesaid . . . fail or their successors in office fail to keep and use said tract of land and the buildings erected thereon for educational purposes and public schools for the aforesaid colored people . . . then this deed of conveyance of said land shall be null and void and of no effect; provided, however, the

Authority to Pay Teachers for Lost Time Due to Weather Conditions

In reply to inquiry: I have your letter of April 11, in which you enclose me a letter from Mr. _____, Superintendent of _____ County Schools, in which Mr. _____ requests you to advise him whether or not the Board of Education of his county has the authority to pay the teachers out of county funds for time lost and not made up during the school year.

I know of no authority for the County Board of Education to pay out county funds to teachers' salaries for time lost and not made up during the school year. I assume from the question that the teachers have been paid, or will be paid, for the full length of the school term of 180 days from State funds, or such funds as may have been voted as a supplement for this purpose. I find no provision in our statutes which authorizes a board of county commissioners to make an appropriation of funds to the county board of education to pay for teachers' lost time from schools, in the absence of which I do not think they would have the legal right to do so.—Attorney General, April 15, 1946.

said (grantors) shall first pay back to the said (grantees) the aforesaid amount of \$10." In the habendum clause the property is granted in "fee simple forever, provided said lot or parcel of land shall be used and occupied as aforesaid mentioned otherwise to revert back to the aforesaid mentioned parties or their legal representatives in the manner prescribed above."

You understand, of course, that I cannot advise you categorically concerning the legal effect of the above quoted language appearing in the deed. I am inclined to the view that this deed creates an estate in fee simple on condition subsequent. If this construction is correct, the failure to use the property for school purposes would probably be a breach of the condition giving the grantors or their heirs the right to re-enter the land. Cf *Blue v. Wilmington*, 186 N. C. 321.

Perhaps the legal effect of these conditions appearing in the deed could be determined in a controversy without action should an individual be desirous of purchasing the property covered by the deed. *Church v. Refining Co.*, 200 N. C. 469.—Attorney General, March 21, 1946.

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin, September, 1941)

The fifth annual North Carolina conference of superintendents met this year at Nags Head on July 31-August 2.

During the summer Mrs. Elizabeth Morris resigned as Director of the Division of Adult Education and was succeeded by Mr. J. E. Miller, principal of the Washington High School.

The following is a list of the new superintendents of county and city administrative units, effective July 1, 1941:

County Units

E. D. Johnson, Edgecombe.
F. S. Griffin, Graham.
C. Reid Ross, Harnett.
N. W. Shelton, Hyde.
Tom Hood, Pamlico.
Miss Hope Buck, Yancey.

City Units

Rowe Henry, Morven.
W. F. Starnes, Cherryville.
K. G. Phillips, Gastonia.
L. S. Weaver, Statesville.
Paul A. Reid, Elizabeth City.
Marcus B. Caldwell, Tryon-Saluda.
H. M. Lynch, Fremont.

10 Years Ago

(Educational Directory of North Carolina, 1936-1937)

The following supervisors were employed:

County Units

Mrs. Curtis LeRoy Wyatt, Davidson.
Miss Matilda O. Michaels, Durham.
Miss Kathleen Emerson, Forsyth.
Miss Mary Wells, Johnston.
Miss Eloise Rankin, Mecklenburg.

City Units

Miss Mathilda Geiger, Kannapolis.
Miss Bess Merit, Mount Airy.
Miss Frances Lacy, Raleigh.
Miss Clara Hearne, Roanoke Rapids.
Miss Grace Brunson, Winston-Salem.

20 Years Ago

(Biennial Report of the State Superintendent of Public Instruction, Part I, 1924-25, 1925-26)

"I believe the time is close at hand in North Carolina, when the mere accident of birth and dwelling place will no longer fix the educational opportunities of childhood; but that this great State of ours, exercising its giant's strength, will reach its mighty arm out into the remotest boundaries—from the mountains yonder in Tennessee to the lowlands down at the Atlantic—and extend to every child born under our flag, in whatever economic condition, in whatever social station, an unhindered chance to grow and bid him to drink freely of the water of life provided for him in abundance by a great and generous people."

American Education Week Announced

American Education Week will be observed this year on November 10-16. The theme for this observance is: Education for the Atomic Age. Daily topics are as follows:

Sunday, November 10—Practicing Brotherhood.

Monday, November 11—Building World Security.

Tuesday, November 12—Facing New Tasks.

Wednesday, November 13—Developing Better Communities.

Thursday, November 14—Strengthening Home Life.

Friday, November 15—Investing in Education.

Saturday, November 16—Promoting Health and Safety.

Special materials for assisting local committees in the development of AEW observances may be secured from the National Educational Association, 1201 16th St., N.W., Washington 6, D. C.

Former Concord Superintendent Dies

A. S. Webb, Superintendent of the Concord City Schools from 1910 till his retirement in 1943, died June 20 at his home in Concord. Mr. Webb had been ill for several months before his death.

Before going to Concord as principal of the high school in 1908. Mr. Webb served as principal of the Rich Square High School. He also served as principal of Readeland Academy in Person County and he was superintendent of the Maxton Graded School for three years. A few months before his death he had been honored by having the Concord primary school named for him. He was a graduate of Trinity College, now Duke University, in 1896.

Local Units Responsible for Workmen's Compensation Of Lunchroom Employees

Workmen's compensation liability for injuries to local lunchroom employees is the responsibility of the local unit, county superintendents were advised in a recent letter by Paul A. Reid, Controller of the State Board of Education.

"This view is held not only by our office," Mr. Reid said, "but by the Attorney General and the Industrial Commission." This opinion is based on Section 115-370 of the General Statutes which reads that "Such local units are authorized and empowered to provide insurance to cover such compensation liability and to include the cost of such insurance in their annual budgets."

"Since local administrative units are liable for such workmen's compensation, then it may be that you would like to secure insurance protection in case you do not already have this protection," Mr. Reid wrote.

FROM THE PRESS

Wake. Tentative approval of an application for on-the-job training for former servicemen teaching in Wake County schools has been granted by the State Committee on Veterans' Education, County Superintendent Randolph Benton announced here (Raleigh) Thursday (August 1).

Catawba. Nine Negro veterans have signed up for veterans' farm training program at Catawba and are being directed by R. K. Wright, vocational agriculture teacher there.

Winston-Salem. John W. Moore, superintendent of Winston-Salem schools, said today (July 31) Bible study has become so popular as an elective high school subject that a new teacher will be added to the staff.

Durham. White school teachers who have not secured a health certificate for 1946 are asked to report to Dr. A. Derwin Cooper at the Health Department for a fluoroscopic examination during the first two weeks of this month, Health Superintendent J. H. Epperson announced today (August 3).

Asheville. Registration for two new kindergarten units to be operated by the city school system at Claxton and Eugene Rankin schools will be conducted Thursday from 9 a.m. to 12:30 p.m. at both schools, it was announced last night (July 30).

Randolph. The ten school cafeterias in Randolph County last year each ended the season with a cash surplus, according to Supt. T. F. Bulla.

Red Springs. After the last regular Red Springs school board meeting, Superintendent Dudley reported the school lunchroom served 57,603 pupils lunches, 372 of which were served free.

Raleigh. A total of 301 school children signed out 987 books here in July in the libraries of nine elementary schools under a summer program inaugurated in June to stimulate interest in books among grammar school pupils.

Wake. Randolph Benton, Superintendent of Wake County Schools, Tuesday (August 6) was working on a plan whereby principals interested in organizing bands at their schools could be assisted in hiring competent band teachers.

Newton-Conover. Superintendent of Schools R. N. Gurley has announced that the offer of Horace Isenhower of a dwelling house in Newton for a teachers' home for the Newton-Conover teachers has been accepted.

Burlington. President Henry H. Hill, of the American Association of School Administrators, with headquarters in Washington, D. C., has appointed Dr. L. E. Spikes, city school superintendent here, a member of the planning committee to consider the program and activities for the association for the next few years.

BULLETIN

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VOL. XI, NO. 10

LIBRARIAN
UNIVERSITY OF N. C.
CHARLES HILL, N. C.

OUR CHILDREN

Saving money by withholding buildings, supplies, teachers and educational leadership never saved anything yet. It wasted more precious contributions that each generation might have made to the community had they been allowed necessary nutrition. Starved schools result in ignorant citizens who wield power they cannot understand.

Ignorance is the worst foe any nation has to face. Knowledge is power and the nation whose citizens have been allowed to develop the power that knowledge and understanding bring, will always be the superior nation in business, in culture, in war, in whatever the people undertake. Nobody will deny this but when the time comes to spend the budgets, the last thing that is attended to is education.

The result of this is plain today. The best of our young people are not entering teachers' colleges. They are training to be professional people but in other fields. During the war the teachers left the schools, not for patriotic reasons—what could be more patriotic than teaching?—but for the wages, for the prestige, of other fields. The schools suffered severely in consequence. Many people were licensed to teach who had neither the training nor the ability to teach. The children, under such teachers, will lose heavily and the nation must take the consequences.

The politicians, of course, make the decisions about such things, but it will not serve us to blame them, and only them. The politicians live by votes and when the people use them, the politicians follow orders. The blame for the poor schools lies squarely on the citizens, especially the women.

Women have a direct interest in schools. They bear and rear the children. They have the keenest interest in them. But they stay home and they keep still. They are often too timid to go to school and protest a plain injustice to their own children.

If the women voters would make a point of electing their own candidates for the school boards, if they insisted upon having parents of school children on those boards, if they were willing to go outside their homes and take the burden of supporting their schools on their shoulders, things would be better in a short time. It is not an easy job. That is why the politician who spends his days attending to his votes gets away with the things he does.

Schools need equipment, materials and good teachers. Saving money by not having them is sheer waste and must, in the end, cost us all dearly.—*Asheville Times*.

Questions on Language Instruction Solicited

Questions and suggestions from high school teachers and principals are being solicited by Colorado College, Colorado Springs, Colo., for its 1947 summer seminar course in "Methods of Language Instruction." Detailed and specific questions and contributions on grammars and readers used, visual aids found useful, short-cut explanations for difficult points of grammar or phonetics, difficulties encountered and similar problems are the types of inquiries desired rather than general statements of policy. Experiences with native speakers, area studies, language clubs and other devices to strengthen motivation are also welcomed. The questions or material should be directed to Hans W. Rosenhaupt, Director, Rocky Mountain School of Languages, Colorado College, Colorado Springs, Colo.

World Friendship Through Education Proposed

At its meeting in Liege, Belgium, on December 30, 1945, the Free Association of Pioneers of the New Education (ALPEN) addressed a message of friendship and an appeal for support of the new education to all young people and their teachers throughout the world. The message declared that the future depends not on force but on friendly co-operation. It invited teachers to apply the principles of the new education, to accustom children and young people to self-government, to establish trustworthy contacts with the young of all nations, to revive and enlarge international holiday camps and finally, to celebrate the last Sunday of each year as World Youth Day. Replies to this message should be sent to the president of ALPEN, Mr. F. Bassleer, 233 rue du Moulin, Bressoux-Liege.

Suggestions for Expenditure Of Allotment of State Funds For School Libraries Made

The purposes for which the State allotment of \$7 per teacher for school library maintenance may be expended were contained in a recent letter to superintendents from J. Henry Highsmith, Director of the Division of Instructional Service, and Mrs. Mary Peacock Douglas, State School Library Adviser, of the State Department of Public Instruction.

According to the suggestions made by these persons from the State office, the following items constitute those for which these State funds may be expended:

1. Replacement of library books for pupils.
2. Subscriptions to magazines for pupils.
3. Rebinding of library books.
4. Library supplies for organizing the book collection.
5. Library book mending materials.
6. Other consumable library supplies.

Board Authorizes Textbook Adoptions

Adoptions in Latin, Health, Science and Business Education were authorized at the September 5 meeting of the State Board of Education. These adoptions, according to State Superintendent Erwin, Secretary of the Board, were necessitated because contracts for basal texts in these fields had been cancelled. The Textbook Commission has been requested to proceed at once to request samples of new texts in these fields from publishers, evaluate such texts and make reports to the Board. Adoptions are expected to be made this fall.

INTERESTING ARTICLES IN THIS ISSUE

| | |
|---|----|
| Our Children..... | 1 |
| Erwin Has Served 12 Years As State Superintendent..... | 5 |
| Merit Rating Commission Recommends Experimentation..... | 10 |
| Many Veterans Enroll in Farmer Training Program..... | 11 |
| From the Past..... | 16 |

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

October 20, 1946.

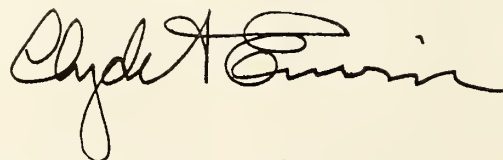
To Superintendents, Principals, Teachers and Others:

American Education Week is to be observed this year on November 10-16, inclusive. The general theme is "Education for the Atomic Age." A day-by-day program has been prepared to be used in connection with this celebration.

The basic purpose of American Education Week is to call to the attention of the American people the fundamental place of education in a democratic nation. Specific objectives are: To increase public understanding and appreciation of the schools; to encourage parents to visit the schools; to secure the participation of the patrons and other citizens in improving the schools; to give pupils an additional appreciation of what the schools are doing for them; to encourage civic and other groups to give consideration to education; and to provide an annual period of special emphasis on year-round programs of educational interpretation.

It seems to me that this year's observance of this annual occasion offers a splendid opportunity for participation on the part of the schools. Our nation is faced with grave responsibilities as a world power. Our schools and colleges are called upon to assume many new tasks in serving the peacetime needs of our country. Some authorities say there is no defense against the atomic bomb. I do not hold this view. In my opinion, there is one defense; and that defense is EDUCATION. We must, therefore, increase and improve our educational facilities, or else witness the destruction of civilization in another world catastrophe.

I hope that every school in North Carolina will participate in the celebration of American Education Week.

Very truly yours,*State Superintendent of Public Instruction.*

EDITORIAL COMMENT



AMERICAN EDUCATION WEEK

This little chart indicates graphically the day-by-day celebration of American Education Week, November 10-16, 1946. The theme of this celebration is "Education for the Atomic Age."

No one, we are sure, will deny the fact that education is needed for the atomic age which is now upon us. There are some, we fear, who will state that "education" is not enough, or that it is too late altogether. We do not think that this point of view is justifiable. True, the atomic age is thrust upon us suddenly, with all its power and implications for both good and evil. Education, however, is a much stronger force. It produced the atomic age. And it will be education that decides the uses to which atomic power will be put, if education is allowed to flourish, to grow and to work on the minds of men. Education must adjust itself to the atomic age. Education must be used to control and guide atomic power into the channels that will produce a higher civilization and a happier and more prosperous people the world over. The entire strength of education must be used because it is a greater force than atomic power.

EDITORIALS AND TEACHERS' PAY

Since the editors of North Carolina's daily newspapers are all thinking people with the interest of the State and its people always in mind, it is interesting to note what they have to say about the current teacher shortage and the pay that teachers receive.

Starting in the western part of the State with the *Citizen-Times* of Asheville, let us see what a few of these have said recently: According to the editor of that paper (Sept. 15), "the salaries which the public school teachers of North Carolina are now receiving are grievously inadequate."

"The 1947 General Assembly must find a swift and practical solution of this truly critical problem. It must authorize substantial salary increases for the State's teachers. It has no other sensible alternative."

The *Charlotte Observer* proposes a new and complete schedule beginning at \$1,560 a year for a teacher holding a Class A certificate with increases each year for 13 years when the compensation would be \$3,000 a year. It urges a higher classification for teachers holding graduate certificates.

The *Hickory Record* (Sept. 11) says: "In view of the fact that the present salary scale for teachers is so low that young men and women are not being attracted to the field of education everyone agrees that the coming session of the General Assembly must provide substantially higher salaries in order to save the schools."

The *High Point Enterprise* quotes an NEA editorial which states: "A principal reason for the large and rapidly increasing proportions of incompetent teachers, Dr. Givens says, is because we refuse to pay enough to get and keep good teachers."

The *Greensboro Record*, in an editorial on September 9, says: "It is our opinion that we will be moving definitely toward a solution of the teacher shortage when a deeper appreciation of the teachers' work is developed among individual members of the community. For this deeper appreciation of the teachers is likely to result not only in better pay for them, but also in greater community co-operation and support that will tend to make the teaching job easier and more effective."

The *Raleigh News and Observer* editor, speaking in the same vein, says: "And, while nothing can be done along this line until the next General Assembly, every prospective legislator should decide now that if he goes down to Raleigh to represent the people, the matter of securing adequate pay for school teachers should be placed high on the agenda of 'must' legislation."

We add, "so mote it be."

MAGAZINE RACKET

Schools should be on their guard against persons posing as disabled veterans selling magazines throughout the country. A racket of this kind has just been exposed in Louisiana.

Here is the way this racket works: An ad is placed in a newspaper asking for "overseas veterans, 19 to 24; must be free to travel U. S. A. and assist manager in circulation work; no experience necessary, \$40 per week to start." Those who answer the ad are lectured on playing on the sympathies of prospects; walking canes are furnished and each agent is told to practice walking with a limp. And to prospects they are told to say: "We are disabled veterans. This is a rehabilitation program put on by national magazines and the Army Medical Corps to get us disabled veterans used to talking to people again, etc." The \$40 a week catch is only for the first week; thereafter the agent is on a commission and bonus basis entirely.

We simply are calling this to the attention of our readers in order that they may be warned in time.

"Sets of Books" Evaluated For School Libraries

● Suggestions for the use of superintendents, principals and teachers in examining sets of books for possible purchase are included in a recent mimeographed bulletin issued by the State Department of Public Instruction. The bulletin also includes an evaluation of the various encyclopedias, source books, and other sets of books.

The suggestions are as follows:

1. It is urgently recommended that the first two sets of books purchased for either the elementary or the high school be *Compton's Pictured Encyclopedia* and the *World Book Encyclopedia*. Until after the minimum requirements for accreditation have been met, it is wise to purchase no other sets.

2. Avoid purchase of a set of complete works of any author.

3. Avoid purchase for school use of sets on adult level other than the *Encyclopedia Britannica* or the *Encyclopedia Americana*.

4. Avoid purchase of sets on a single subject, e.g., a set of history books, a set of literature books, etc.

5. Examine the complete set. A prospectus is misleading since it presents only the best of the material.

6. Ask to have the set left overnight or longer for your careful examination away from the salesman.

7. Test the set by examining subjects with which you are familiar, e.g., North Carolina.

8. Consider the set in relation to the books already owned by the library and to the books needed.

9. Avoid all "give away" and "annual payment" plans. *Read fine print on contracts carefully* before signing.

10. Write to the State Department of Public Instruction if you are in doubt.

A copy of this bulletin may be procured from the State School Library Adviser, State Department of Public Instruction, Raleigh, N. C.

Conferences for Improving Negro Schools Held

Twelve one-day district conferences of Negro principals, supervisors and teachers were held throughout the State during the month of October under the direction of the Division of Negro Education, State Department of Public Instruction. Conferences were held at Rocky Mount, Elizabeth City, New Bern, Goldsboro, Raleigh, Fayetteville, Wilmington, Greensboro, Hickory, Asheville, Troy and Charlotte. Topics discussed were: Some Suggestions for an Effective School Health Program, The G. I. Program in High Schools, Trends in In-service Training of Teachers, Evaluation of the Elementary School, and Democratic Principal-Teacher Relationship.

Miss Marie McIver, State Supervisor of Negro Elementary Schools, and S. E. Duncan, State Inspector of Negro High Schools, represented the State Department of Public Instruction at each of these conferences.

Wanted!

The names of the school papers.

It has been several years since a list of the school papers has been published. If superintendents and principals will send us the names of their papers, we shall compile and print the list for this year in subsequent number of this publication. Just write the name on a penny postal card and send it to L. H. Jobe, State Department of Public Instruction, Raleigh, N. C.

More Building America Study Units Announced

The editorial board and editorial staff of *Building America* announce the following eight titles for study units to be published during the school year 1946-47 at as nearly regular intervals as editorial and publishing limitations will permit:

Europe, Social Security, Weather, Food, Power, British Empire, Men and Machines, Aviation.

A review of the list of titles of units already published will indicate a balance among the various problems confronting the American people. The units range all the way from a subject like "Weather" or "Aviation" to the problems of "Social Security" and of "Power," including a discussion of atomic energy. Each of these units will be outlined, researched, written and checked in the usual thorough manner which has proven so successful in the past 12 years in winning wide approval for *Building America* as interesting, objective and useful instructional material.

For further information regarding these units write to the Association for Supervision and Curriculum Development, National Education Association, 1201 16th St., N.W., Washington, D. C.

Theodore Roosevelt Anniversary

Sunday, October 27th, will be the 88th anniversary of the birth of Theodore Roosevelt. The schools have been requested to hold special exercises during that week to commemorate this event. A suggested program may be obtained from Mrs. Laurent Oppenheim, Chairman, Education Committee, Women's Theodore Roosevelt Memorial Association, 28 East 20th St., New York 3, N. Y.

37 Schools Give Training in Diversified Occupations

Thirty-seven State high schools provide training in diversified occupations during the current year, it is stated by George W. Coggin, State Supervisor of Trade and Industrial Education. Twenty-six of the 37 schools are for white children and 11 for Negroes, Mr. Coggin stated.

Diversified occupations training is that training which a student gets under the trade and industries program of the Division of Vocational Education. The student enrolled in this program gets the technical information related to the occupation or job in the school and his shop training in some local industry in a practical experience. It is a co-operative program between the school and the industry.

There are 39 instructors, 28 white and 11 Negro, now employed in North Carolina schools who give direction to this type of training. They are located in the following towns: Albemarle, Asheville, Burlington, Charlotte, Concord, Durham, Fayetteville, Gastonia, Goldsboro, Graham, Greensboro, Greenville, Henderson, Hendersonville, Hickory, Kannapolis, Kinston, Laurinburg, Lexington, Mebane, Mooresville, Oxford, Raleigh, Roxboro, Salisbury, Sanford, Statesville, Washington, Wilmington, Wilson and Winston-Salem.

Vacancies Filled On the Textbook Commission

In accordance with the law Governor Cherry has appointed four new members of the Textbook Commission to fill out the unexpired terms of members who had resigned.

These new members are George S. Willard, Jr., of Wilson, succeeding Mrs. Dorothy Eagles, of Wilson; Miss Iva E. Shackley, of Durham, succeeding Mrs. Estelle McClees Komerska, of Elizabeth City; Miss Cleo Rainwater, of Greenville, succeeding Miss Mary Blackstock, of Asheville; and Miss Eloise Camp, of Kannapolis, succeeding Miss Julia Wharton Groves, of Salisbury. Their terms of office will expire March 17, 1949.

Dr. L. E. Spikes, Superintendent of the Burlington city schools, is chairman of the Commission. Other members are: R. T. Kimzey, Brevard; Frances Lacy, Raleigh; Mrs. Floyd Souders, Fayetteville; Mrs. Manley Williams, Wilmington; E. M. Thompson, Burgaw; and Jencie Underwood, Gastonia.

Within the near future this Commission will meet to begin the evaluations of textbooks in Latin, Health, Science and Business Education with a view of making reports on texts in these fields for possible adoption by the State Board this fall and in accordance with authorizations for such adoptions at the meeting of the Board held September 5.

School-Health Service Is Reorganized

The School-Health Co-ordinating Service, a joint division of the State Department of Public Instruction and the State Board of Health, has been reorganized under the direction of co-directors, it has been announced by State Superintendent of Public Instruction Clyde A. Erwin and State Health Officer Carl V. Reynolds.

Dr. C. P. Stevick, Director of the Division of Epidemiology and Vital Statistics of the State Board of Health will be Co-director in charge of health services and Charles E. Spencer, Adviser of Physical and Health Education of the State Department of Public Instruction as well as associate co-ordinator of the School-Health Co-ordinating Service under Dr. E. H. Ellinwood, Co-ordinator, who recently resigned, becomes Co-director in charge of Health Education and Physical Education.

The School-Health Co-ordinating Service, which began July 1, 1939, was organized primarily for the purpose of co-ordinating the health activities, facilities and services of the State Board of Health and the State Department of Public Instruction. Dr. Walter Wilkins was the first Co-ordinator of the program. Upon his resignation on June 1, 1942 the program was directed by Mr. Spencer until the new Co-ordinator, Dr. W. P. Jacobs, was appointed in October of that year. Dr. Jacobs served until September 1, 1945, when he was succeeded by Dr. E. H. Ellinwood.

Under the new arrangement the two co-directors will co-operate fully in planning and conducting the program in order that there may be developed an adequate State program of health education, physical education and health service for the public schools.

Erwin Has Served 12 Years As State Superintendent

October 24th marks the beginning of the 13th term of Clyde A. Erwin as North Carolina's Superintendent of Public Instruction, for it was on that day 12 years ago that he took the first oath of office to this position, having been appointed by Governor J. C. B. Ehringhaus to fill out the unexpired term of the late A. T. Allen.



DR. CLYDE A. ERWIN

June Journal Devoted to Intercultural Relations

The June issue of the *English Journal* was devoted entirely to intercultural relations. This particular issue of the *Journal* was edited by the National Council of Teachers of English Committee on Intercultural Relations. Copies are available from the Council at 211 West 68th St., Chicago 21, at the regular single-issue price of 35 cents.

Dr. Erwin has taken this oath of office three times since, each time following his election to the State Superintendency in 1936, 1940 and 1944. On November 4th he will rank second in length of service among those who have been State Superintendent, for on that date he will surpass the record of John C. Scarborough, who was State Superintendent for three terms, having served at two different periods from January 1, 1877 to December 31, 1884 and from January 1, 1893 to January 12, 1897.

Dr. J. Y. Joyner holds the record, 16 years, 10 months and 12 days, for the longest tenure in office of any North Carolina State Superintendent. He held office from February 19, 1902 to December 31, 1918.

An article appearing in the September number of *North Carolina Education* entitled "Forty Years of Public Education," undertakes to present the high spots in public education during the past 40 years and presents a partial picture of what was accomplished during the Joyner, Brooks, Allen and Erwin administrations.

That part concerning the Erwin administration is labeled "The Past 12 Years." The following two paragraphs quoted from the article gives a bird's-eye glimpse of what has been accomplished in the field of public education during this period:

"North Carolina has made more progress, perhaps, in public education within the past 12 years than any other state in the nation. True, the beginning year of this 12-year period was the lowest point of the recent depression; and consequently public education, like everything else, was at a very low ebb.

"Notwithstanding this fact, however, the amount of money expended for public education in the State has more than doubled; the amount appropriated from the general fund of the State has also more than doubled; teachers' salaries have doubled; the value of school property has increased more than 20 million dollars; the length of term has increased from eight to nine months; basal textbooks have been made free to all children enrolled in grades one to eight and a rental system established for all other books used in both elementary and high schools; the number of pupils transported has increased approximately 100,000 with 800 more buses used in this service; a 12-year program of instruction has been instituted during this period; and the vocational education program has expanded to more than double what it was 12 years ago."

NORTH CAROLINA STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION

| Name | Term of Office |
|---------------------------|---|
| 1. Calvin Henderson Wiley | *January 1, 1853 to October 19, 1865. |
| 2. Samuel Stanford Ashley | July 4, 1868 to September 30, 1871. |
| 3. Alexander McIver | October 1, 1871 to November 17, 1874. |
| 4. Stephen D. Pool | November 18, 1874 to June 30, 1876. |
| 5. John Pool | July 1, 1876 to December 31, 1876. |
| 6. John Catre Scarborough | January 1, 1877 to December 31, 1884. |
| 7. Sidney Michael Finger | January 1, 1885 to December 31, 1892. |
| 8. John Catre Scarborough | January 1, 1893 to January 12, 1897. |
| 9. Charles Harden Mebane | January 13, 1897 to December 31, 1900. |
| 10. Thomas Fentress Toon | January 1, 1901 to February 18, 1902. |
| 11. James Yarkin Joyner | February 19, 1902 to December 31, 1918. |
| 12. Eugene Clyde Brooks | January 1, 1919 to June 10, 1923. |
| 13. Arch Turner Allen | June 11, 1923 to October 20, 1934. |
| 14. Clyde Atkinson Erwin | October 24, 1934 . . . |

*This first office, established by legislative act, was called Superintendent of Common Schools. This office was abolished March 10, 1866. The Constitution of 1868 set up office of Superintendent of Public Instruction.

Pepsi-Cola Scholarship Board Announces Its Third Nationwide Competition

● Superintendents of education and principals of North Carolina high schools are being invited for the third consecutive year to have their seniors participate in the nationwide competition for the 121 four-year college scholarships being offered by the Pepsi-Cola Scholarship Board.

Three winners will be selected this year from among North Carolina candidates and at least 15 certificates of merit will be awarded. Each scholarship winner will have his full tuition paid for four years to any college in the United States he wishes to attend. In addition to the tuition and other required fees, the scholarship will pay \$25 a month to the winner while he is attending college for each of the four school years and traveling expenses at the rate of three cents a mile for one round trip from home to college each year.

The five runners-up for each scholarship will receive certificates of merit carrying with them \$50 awards which are payable upon the students' entrance into college.

Announcements of this third scholarship competition sent to the high school principals of the United States, Hawaii, Alaska and Puerto Rico early in October set December 20 as the closing date of registration. On Friday, February 14, a special aptitude test, which is prepared and scored by the College Entrance Examination Board and used as one of the chief bases of selecting the winners, will be administered in each of the participating schools.

The winners of the 121 scholarships and more than 600 certificates of merit will be announced in April.

Among the 242 previous scholarship winners, who are now attending 113 colleges and universities, four North Carolina high school graduates are included—Mildred Sarah Brinkley, of North Cove High School, North Cove, now in her second year at Wake Forest College; John Vincent Killheffer, Jr., of Central High School, Charlotte, who has entered the Massachusetts Institute of Technology; Gene Hope Lewis, of Belyoir-Palkland High School, Greenville, who has entered the Atlantic Christian College; and William Edmund Lassiter, of New Hanover High School, Wilmington, who has entered Harvard following his release from the Navy. Twenty other pupils from North Carolina schools have received certificates of merit.

In addition to those named above, two students from the North Carolina Negro school system have also received scholarships—Edwina McAlister, of Fuquay Springs Colored High School, Fuquay Springs, now at the North Carolina College for Negroes; and Edith Elizabeth Penn, of Williamson High School, Lucama, who has entered Fisk University. Eleven other candidates from the Negro school system have received certificates of merit.

The Pepsi-Cola scholarship program is accepted by educators throughout the United States as one of the most

generous and comprehensive scholarship competitions being financed by industry today. It has received the commendation of many state superintendents of education, and principals of high schools from various sections of the country have expressed themselves as being enthusiastic over the distinguished way in which the program is handled. The National Association of Secondary School Principals, through its Contest Committee, has given its endorsement for the second time to the program.

Complete reports on the past program and a description of the current competition may be had upon request to the Pepsi-Cola Scholarship Board, 532 Emerson Street, Palo Alto, Calif.

1947 National Teacher Examinations Available

The American Council on Education has announced the eighth annual administration of its National Teacher Examinations. These tests will be administered in official examining centers throughout the United States on February 8 and February 15 in 1947.

Arrangements are now being made for the establishment of examining centers in connection with school systems and collegiate institutions engaged in teacher education.

The National Teacher Examinations were made available by the American Council on Education as an aid to administrators in their efforts to improve the selection of teachers. The tests included in the battery are designed to provide objective measurement of certain of the abilities and knowledges of prospective teachers. They measure the intellectual, academic and cultural backgrounds of prospective teachers, and are used in combination with records of experience, academic marks, ratings in various aspects of personality, etc., in the evaluation of an individual's qualifications for teaching.

Used in combination with additional information of the types named, it is believed that the National Teacher Examination results can contribute materially to the attainment of education's fundamental goal, the provision of the best possible instruction for young people in the schools.

Arrangements for co-operation in the Teacher Examination project may be made by writing to Dr. David G. Ryans, Associate Director, National Committee on Teacher Examinations, American Council on Education, 15 Amsterdam Ave., New York 23, N. Y.

Girl Scout Membership Shows Increase

Since Pearl Harbor Girl Scouts in North Carolina have more than doubled their membership. In December 1941 the membership stood at 8,915; on June 30, 1946 it was 18,600. The total for the country today is 1,154,232.

Much of this growth may be accounted for by the organization of county-wide Girl Scout councils or associations. At present there are 15 counties in North Carolina so organized—Alamance, Transylvania, Burke, Cumberland, Durham, Gaston, Guilford, Mecklenburg, New Bern and Craven, Wake, Surry, Vance, Goldsboro and Wayne, Forsyth, and Cleveland. Cleveland County is the most recent, having been organized since the first of the year.

The purpose of this type of organization is to bring all the communities together to pool their resources, in order to engage professional help and provide the same services to small and large communities alike.

Committees of Negro women have done an outstanding job of leadership selections, securing the volunteer services of a great many college women who are leaders in all phases of Negro community life.

In many communities the Girl Scouts and the schools have interesting working relationships. In Greensboro, for example, one troop takes charge of first aid in the school, and at school homecoming they were stationed at each entrance and showed visitors over the building or to rooms they desired to see. A troop in Pleasant Garden served refreshments at the parent-teacher meeting. The troop was divided into small committees which assumed responsibility for buying food, hostess duties, serving, cleaning up. A high school age troop of senior scouts, who are serving the community as child care aides on regular schedules at the hospital, are receiving help from the high school. The physical education instructor is helping them and their "dates" to become more proficient in dancing.

With 18,600 Girl Scouts in the State, county teachers at their meetings can probably suggest hundreds of other ways in which Girl Scouts and the schools can work together to their mutual advantage.

Fire Drills Required; Pamphlet to Be Printed

Although Fire Prevention Week was celebrated October 6-12 throughout the State and nation, the prevention of fires and the practice of fire drills in the schools is required by law. As an aid to schools in meeting the law, the State Superintendent of Public Instruction and the Commissioner of Insurance have prepared a small pamphlet on fire drills and the teaching of fire safety. This publication will be distributed just as soon as it comes from the printer.

Tentative Legislative Program Approved by N. C. E. A. Leadership Group

At the Leadership Conference of the North Carolina Education Association which was held at Meredith College August 14-16, the following tentative legislative program was approved:

1. A more adequate program of health in the schools under the supervision of the school authorities with provision for physical examinations of all school children and corrective follow-through with financial assistance in cases where it is needed.

2. Increased salaries of school personnel commensurate with the rising cost of living.

3. An effective system, with adequate financial support, for the enforcement of the compulsory school attendance law.

4. Increased retirement benefits.

5. A more liberal allotment of teachers in order to

(a) Relieve the overcrowded conditions in classrooms.

(b) Provide for programs of physical education and recreation, guidance, art, music, handicapped children and other worthwhile additions to the curriculum.

6. A stronger continuing contract law.

7. State participation on an equalization basis in providing adequate school buildings and equipment.

The group further suggested that:

1. Library service be included as one of the "worthwhile additions of the curriculum."

2. Clerical assistance be given to schools.

Suggestions Made for Purchase Of Instructional Supplies

Suggestions for purchasing the instructional supplies needed for classroom purposes are given in a mimeographed bulletin issued by the Division of Instructional Service, State Department of Public Instruction. This four-page bulletin, entitled "Annual Replacement of Instructional Supplies," attempts to answer the following five questions in a very specific way:

1. How are consumable instructional supplies secured?

2. Where may the purchasable supplies be obtained?

3. What are the principals' and teachers' responsibilities in this purchase plan of instructional supplies for most effective spending?

4. What is the least effective purchase plan?

5. What supplies will the teacher be able to secure from the State allowance plus a nominal fee from pupils?

In answering the last question a budget of \$30 per teacher is suggested, \$12 from State funds and \$18 from a 50-cent pupil fee.

A copy of this bulletin may be secured from the Division of Instructional Service Department of Public Instruction, Raleigh, N. C.

A Charter of Education For Rural Children

Every rural child has the right to:

1. A satisfactory, modern elementary education. . . .

2. A satisfactory, modern secondary education. . . .

3. An educational program that bridges the gap between home and school, and between school and adult life. . . .

4. Through his school-health service, education and vocational guidance, library facilities, recreational activities, and where needed, school lunches and pupil transportation . . . at public expense.

5. Teachers, supervisors and administrators who know rural life and who are educated to deal effectively with the problems peculiar to rural schools. . . .

6. Educational service and guidance during the entire year and full-time attendance in a school that is open for not less than nine months in each year for at least 12 years. . . .

7. Attend school in a satisfactory, modern building.

8. Participate in community life and culture through the school. . . . The school plant must be . . . recognized as a center of community activity.

9. A local school system sufficiently strong to provide all the services required for a modern education. . . .

10. Have the tax resources of his community, state and nation used to guarantee him an American standard of educational opportunity. This right must include equality of opportunity for minority and low economic groups.—The First White House Conference on Rural Education.

Bus Costs Increased Greatly

Prices paid for school buses this year are from 75 to 80 per cent greater than what were paid in 1941, it is shown by a "school bus price comparison" recently prepared by C. C. Brown, Director of Transportation for the State Board of Education.

According to this price comparison the price of a 160-inch wheelbase chassis was \$510 to \$515 in 1941, whereas the same chassis in 1946 is \$1,066, approximately 108 per cent increase. A 196-inch wheelbase chassis which cost \$535 to \$537 in 1941 now costs \$1,086, or 103 per cent increase.

The price of bodies during the same period, the comparison shows, has increased from approximately \$483 to \$734 in the case of 17-foot lengths, or 52 per cent; and from \$535 to \$792 in the case of 19-foot lengths, or 48 per cent. The average increase for the entire bus unit has been about 80 per cent in the case of buses having a 17-foot body and 75 per cent for those equipped with a 19-foot body.

Committee on Health Education Makes Plans for 1946-47

Plans for study for the 1946-47 school year were adopted by the State Committee on Health and Health Education of the Southern States Work Conference on Educational Problems, which met in Chapel Hill on August 1-3.

The specific plans adopted were the following:

1. About 30 individual schools and two school systems recommended by members of the committee to be issued invitations to serve on laboratories for health study. Other schools may be added with recommendations.

2. Letters extending the invitation will be sent to these schools.

3. Principals of these schools which accept will meet together to plan program of work according to their local needs and resources.

4. Materials for discussion and study will be sent to participating schools.

5. Members of State committee will be available for consultation with participating schools in their area.

6. Progress reports will be made by participating schools two or three times during the school year. Such reports will be sent to all participating schools.

The committee is composed of the following persons: Charles E. Spencer, Co-director School-Health Co-ordinating Service, Raleigh; and Dr. E. H. Ellinwood, Catawba-Lincoln-Iredell District Health Department, Newton, Co-chairman; Dr. W. R. Richardson, State Board of Health, Raleigh; Amy Fisher, State Board of Health, Raleigh; Thomas Whitley, Principal Ansonville School, Ansonville; C. C. Erwin, Superintendent Rowan County Schools, Salisbury; J. W. Wilson, Superintendent County Schools, Charlotte; Catherine Dennis, Supervisor Department of Home Economics, State Department of Public Instruction, Raleigh; Dr. J. E. Hillman, Director Division of Professional Service, State Department of Public Instruction, Raleigh; W. F. Credle, Director Division of Schoolhouse Planning, Raleigh; Blanche Norman, Spray; Hannah Turnage, School-Health Co-ordinating Service, Raleigh; Nell Stallings, Department of Physical Education, Eastern Carolina Teachers College, Greenville; Mrs. Anne W. Maley, Supervisor School Lunch Program, State Department of Public Instruction, Raleigh; Mrs. Karl B. Kline, Supervising Nurse, Concord; Mrs. Mari-belle Guinn Farlow, Department of Health Education, School of Public Health, Chapel Hill; Alice Benton, Department of Physical Education, Western Carolina Teachers College, Cullowhee; Julia Wetherington, State Department of Public Instruction, Raleigh; Mrs. Elsie B. Evans, Route 4, Winston-Salem; and Mrs. Louise Ballard Wynn, Gibsonville.

STATE SCHOOL FACTS

Published Monthly by the State Department of Public Instruction

Calvin Henderson Wiley

Calvin Henderson Wiley, son of David L. Wiley and Anne Woodburn, was born in Guilford County, N. C., February 3, 1819. The founder of the Wiley family in North Carolina was William Wiley, who moved into the State from Pennsylvania in 1754. His son David, grandfather of Calvin H. Wiley, was present as a boy at the battle of Alamance, and later became a soldier of the Revolution.

Mrs. Wiley's ambition for her son marked out for him a career in the pulpit, and as a step in this direction, she bestowed upon him the names of two Presbyterian ministers—that of the great John Calvin and that of her old pastor, Rev. Dr. Henderson. In furtherance of these wishes, young Wiley was sent to Caldwell Institute in Greensboro, conducted under the auspices of the Orange Presbytery, and at that time perhaps the most celebrated preparatory school in the State. Here he was prepared for college. Entering the University of North Carolina, he was graduated in 1840 with highest honors.

Not feeling called to the sacred work planned for him by his mother, he chose law as his profession, was admitted to the law in 1841 and settled at Oxford. Clients were few in number, and the young lawyer found more time than cases on his hands. Most of this spare time was devoted to literary pursuits, in which he delighted throughout his life. From 1841 to 1843 he edited the Oxford *Mercury*. In 1847 he published his first considerable work, a novel entitled "Alamance; or, Where is Utopia?"

But the author found graver work awaiting him than the writing of romances. A close observer of the educational and industrial conditions in North Carolina, he wrote feelingly and eloquently of what he saw. Among other things he noticed with great solicitude that the people of North Caro-

lina, and nothing further was done until 1825. In this year, certain funds in the State Treasury and the revenues derived from certain sources were set aside as a fund for the establishment of a system of public schools. In 1836 the surplus revenue of the Federal Government was distributed to the several states; and of her share North Carolina devoted \$1,133,757.39 to the Literary Fund. Soon after this an act was passed by the Legislature providing for a system of public education. The plan was crude and imperfect and was not put into general operation. By November 1, 1840, the Literary Board's resources amounted to \$2,241,450.05. With this considerable fund on hand, it became necessary to have a better organization of the school system. In 1840 (1839), therefore, an act was passed, entitled "An Act for the establishment and better regulation of the common schools." The Literary Board was made the executive of the system. But this was an inadequate arrangement, the board, from the very nature of its composition, not being able to attend properly to the various duties incumbent upon the executive of such a system. A single executive head was needed. Recommendations for the appointment of a general superintendent of common schools were continuously urged upon the Legislature, during a period of 12 years, but to no purpose. The system thus floundered about without a pilot, and in this situation was on the point of going to wreck when Calvin H. Wiley took hold of the helm.

In order to introduce the necessary reforms, he desired a seat in the General Assembly. As he realized that there was no chance of his obtaining this in Granville County, he returned to his native Guilford, and was at once elected a member of the General Assembly of 1850-51. During this session he in-

crosses and difficulties unknown to the world at large."

The work was slow, discouraging and tedious, and the superintendent was often compelled to draw heavily on his fund of patience. The results were far beyond his calculations. Old friends were discovered, new ones made and enlisted in the work; enemies were met and routed; tardy officers were spurred on to more diligent and efficient work, incompetent ones found out and removed; many misconceptions were corrected; colleges, high schools and academies were awakened to a sense of their vital interest in the common schools; unity was gradually introduced into the system; and school men in all parts of the State and in all phases of educational work were taught to see that the interest of all were bound together in one great and ever-widening circle.

He (Wiley) labored long and faithfully; he met and overcame almost insuperable difficulties; and he placed his State foremost among the states of the South in the education of her children. During the decade from 1850 to 1860, covering the period of Dr. Wiley's work, although the population of the State increased less than 14 per cent, the number of children in the common schools increased more than 36 per cent. In 1850 the percentage of illiteracy in the State among the voting population was 29.2; by 1860 this had been reduced to 23.1. In 1850 Dr. Wiley had been alarmed at the neglect of our wealth-producing resources. At the close of the decade he had ample grounds for declaring that a great revolution was silently going on in North Carolina. Dr. Wiley's tears for the future of the State had been aroused by the constant stream of emigration from her borders. By 1860 the outward current had been greatly checked and an inflowing current started. The spirit of education was revealing itself in the industrial progress of the State; in the generally awakened confidence in her resources; and in a growing attachment for home. The blight which had fallen on North Carolina was about to vanish

free who were unable or unwilling to educate their children"; and the fact that the State was waging a war for independence was an additional reason why the schools be kept open. He cried with indignation against those who were so shortsighted as to "think that a war for political, social, commercial and intellectual independence could be waged with better results by arresting or destroying all those springs of life on which national wealth and greatness are founded." The governor and the members of his council were completely won over, and entered into a solemn, though informal, covenant to support the superintendent in resisting any attack on the school fund. This agreement, be it said to Governor Ellis's credit, was faithfully kept, and the precedent thus set was followed by his successors.

And so the schools were kept open, but, of course, they felt the strain of war. From this time onward their existence was a struggle heroically maintained by the superintendent. The remarkable feature is not that the system became impaired, but that it did not fail altogether. That it did not do so was due to the energy and zeal of Calvin H. Wiley; he refused to yield to discouragements, but labored incessantly for the betterment of the system. While the country lay bleeding in the iron grip of war we find him planning a system of graded schools and actually getting a bill for their establishment through the House of Commons. It was also reported favorably by the Senate Committee, but had to be tabled, because of the pressure of more urgent business. The task before Dr. Wiley was more than human ability could cope with successfully. Difficulties increased daily. The attention of the people was attracted from the ordinary affairs of life by the novelty and the suffering of war. Many thought it best to suspend the schools altogether. It was hard to get capable officials. It was hard to get teachers. In spite of all the difficulties, the report of 1863 shows 50,000 children in the common schools. Dr. Wiley truly says that "the

the people of North Carolina were not only able to maintain their schools during the war, but they were able to improve them. The people of North Carolina were not only able to maintain their schools during the war, but they were able to improve them. The people of North Carolina were not only able to maintain their schools during the war, but they were able to improve them.

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gions fields for imagined advantages. He wrote that the State had "long been regarded by its own citizens as a mere nursery to grow up in"; that it had become a great camping-ground, the inhabitants considering themselves as merely tenants here for a while; and that thousands sought homes elsewhere, whose sacrifices in moving would have paid for twenty years their share of taxation, sufficient to give to North Carolina all the fancied advantages of those regions whither they went to be taxed with disease and suffering; that the melancholy sign, "For sale," seemed plowed in deep, black characters over the whole State; and that even the State flag which waved over the capitol, indicating the sessions of the General Assembly, was jestingly called by our neighbors of Virginia and South Carolina an auctioneer's sign. The "ruinous effects," he wrote, "are eloquently recorded in deserted farms, in wide wastes of guttered sedgefields, in neglected resources, in the absence of improvements, and in the hardships, sacrifices and sorrows of constant immigration." (Sic.)

In addition to this deplorable condition, Dr. Wiley observed that North Carolina was regarded by Northern publishers as the "best mart in the world for the sale of trashy and uncurrent productions, and the very refuse of literary quackery was sent out and circulated among our people." They were thus drugged with foreign narcotics and heavily taxed for the benefit of fabrics that could not be sold where they were published.

These two evils caused him no little anxiety about the future of the State. Careful study of the situation revealed to him but one remedy—universal education. The children must be taught to know and appreciate the opportunities offered at home, and must be given the training necessary for intelligent use of those opportunities. Year by year the conviction grew steadily upon him that he could render no greater service to North Carolina than by revealing the State to herself through a complete system of public schools. Abandoning personal ambition, he threw himself into this new work with all the energy of his nature.

The first step taken toward the establishment of a public school system in North Carolina was Judge Murphey's famous report of 1816, in which the organization of such a system was recommended to the General Assembly. It ended, however, with the recom-

with a speech of great power and eloquence, but failed to secure its passage. Disappointed, but not disheartened, he again stood for election and was re-elected. Through his influence a similar bill was introduced by Mr. J. B. Cherry of Bertie and passed both Houses. This act provided for the election of a superintendent by the General Assembly. He was to hold office for a term of two years, or until his successor should be duly appointed and qualified.

This law once passed, it became necessary to find a man of sufficient ability to undertake the arduous and responsible duties of the office. All voices called on one man. Though he was a Whig, all the Legislature was Democratic, yet State patriotism prevailed over party allegiance, and without solicitation on his part, Wiley was elected in December, 1852. On January 1, 1853, in the 34th year of his age, he entered upon the duties of his office. The attempt to establish a system of public schools in North Carolina, owing to the lack of proper organization and the absence of an efficient executive head, had proved worse than a failure. Teachers were scarce and inefficient, schoolhouses were worthless, uncomfortable, unhealthy, and inadequate for their purposes, money was squandered, results were meagre, and the confidence of the people in the schools, absolutely destroyed.

As a consequence of these conditions, Dr. Wiley found himself faced at the outset by six difficulties: First, the diversified character of the people, resulting in a lack of sympathetic harmony fatal to a systematic conduct of the schools; second, the novelty of the common-school idea, from which grew misconceptions of the purposes of the schools and an impatience at their necessarily slow work; third, the illiteracy of the population, which gave birth to a mistrust of the ability of the people to conduct successfully a system of schools; fourth, the erroneous idea that the common schools accepted their benefits; fifth, the lack of a feeling of responsibility for the schools among the citizens of the State, causing difficulty in getting efficient men to fill the official positions in the counties, finally, the scarcity of teachers, which, of course, struck at the very roots of the system. To meet and overcome these obstacles, there were, as Dr. Wiley wrote, "a thousand little springs invisible to the casual observer to be delicately touched, a thousand nameless duties to be performed, a thousand

to the genius of Calvin H. Wiley. So universal was the confidence in his ability and integrity, that he numbered his supporters in all ranks and conditions of life, in all religious denominations and in all political parties, and received hearty support from all. A Whig when elected by a Democratic legislature, he retained his party affiliations and voted according to his political convictions, and yet was continuously re-elected by a legislature generally Democratic at a time when party feeling ran high. On one occasion the Democrats in the legislature moved his election at the beginning of the session, in order to forestall the rise of party passion and the possibility of a Democratic opponent.

This confidence reflected no little credit on the Democratic party, and the results showed that it was not misplaced. Dr. Wiley was met at the beginning of his work by six obstacles. He had found the people separated by their diversified characters and aspirations; he gave them a common interest and united them in a common effort to promote a common cause; he found them ignorant of the common school idea, he taught them by unanswerable example and filled their minds and hearts with knowledge of and pride in their educational system; he found them diffident of their ability to manage; he put them to the test and compelled their confidence in themselves and in their schools; he found their minds filled with errors, he turned on them the light of knowledge and they vanished like mist before the sun; he found them indifferent, he roused their enthusiastic support; he found a vineyard without laborers, he created an army of devoted workers. But with the outbreak of war came the supreme test. North Carolina seceded from the Union May 20, 1861. It became apparent from the first that an attack would be made upon the school fund for the purpose of converting it into revenue for the support of the war. Dr. Wiley was filled with great anxiety and began at once to prepare for the attack. He first sought the support of the county officials by issuing to them a very able circular, giving the arguments in favor of preserving the school fund intact for school purposes. His next step was to win the governor and his council. Previous to the meeting of the first war legislature, he appeared before them to present his case. His statement was able and his appeal eloquent. "No people," he exclaimed, "could or would be

But the end was drawing near. The distressing condition of the people and the depreciation of the currency made it almost impossible to continue the schools. Dr. Wiley never for an instant relaxed his energy, but the task was beyond the power of man, and with the close of the war the schools went down for lack of funds. The superintendent was in his office in the capitol when the surrender of General Joseph E. Johnston was announced to him, April 26, 1865. Even then he did not cease from his labors. He retained his office until October 19th, when by an ordinance of the constitutional convention all offices held on April 26, 1865, were declared vacant. And in 1866 the office of superintendent was abolished for want of funds to meet the expenses.

After his removal to Winston, Dr. Wiley interested himself in the establishment of the public school system of that city. His voice and pen were given to the cause, and when established he was called to the chairmanship of the first board of commissioners. This place he held till his death, January 11, 1887.

The fame of his services is limited neither by State boundaries nor by the lapse of years. His reputation was national, and his school system was recognized as one of the best in the Union. At the National Convention of Educators held in Cincinnati in August, 1888, Dr. Wiley was on the program as "one of the distinguished educators who would address the convention" along with Horace Mann. He received an invitation to visit the legislature of Georgia to aid in preparing a system of schools similar to those he had established in North Carolina. He could not go, and he was then urged to prepare an essay on the subject, to be read to the legislature. The Boston (Mass.) Post of May 1, 1856, says that Dr. Wiley's report for 1855 is "written with ability and shows that Mr. Wiley has largeness of views and a zeal and energy in the duties of his office which eminently fit him to fill the responsible position which he now occupies." Since his death, one of the school buildings in the city of Raleigh has been given his name. In the city of Winston the school children have erected a handsome monument to his memory.

Editor's Note: This sketch is a reprint of excerpts from the *Biographical History of North Carolina*, Vol. II, pp. 427-440, by R. D. W. Connor. Used by permission of the author.

Merit Rating Commission Recommends Experimentation

• "There must be a period of scientifically and carefully controlled experimentation before fundamental changes in the present basis of rating teachers, for salary purposes, can be made or would be justified," the Governor's Merit Rating Study Commission says in its report which has just been completed and transmitted to Governor Cherry.

"After an extensive survey of current practices both as to procedures in merit ratings of teachers and the application of such ratings to salary schedules," the report says in its chapter on recommendations, "the Commission has been unable to find an instrument for measuring teaching efficiency which can be accepted as valid for determining salaries."

In carrying on the experimental program which is recommended, the Commission makes the following suggestions:

"1. The purpose of the study and experimentation is to discover and validate the instruments to be employed in measuring teaching efficiency.

"2. For the classroom teacher, areas of experimentation would likely include (1) teacher personality, (2) curriculum and classroom activity, (3) pupil growth, (4) objective extension of the present training and experience bases for teacher rating, and (5) intelligence scores and teacher examinations of various types, including the National Teacher Examinations.

"3. It is recommended that rating measures for administrative officers be developed simultaneously with those for teachers.

"4. The experimental program should be administered by a separate controlling body similar in character to the present Commission.

"5. It is recommended that this Commission be given authority to (a) direct the experimental procedures, (b) administer the budget set up for this purpose, (c) employ the director, and upon his recommendation the members of his staff, and (d) act as a board of final authority to pass on the plans and recommendations of the director of the experiment.

"6. It is estimated that it will require at least a three-year period for organizing the program of research, selecting or building the proper instruments of evaluation, determining their validity, and working out a basis for their application to a salary schedule.

"7. It is estimated that this program of research would cost \$50,000 for the first biennium. . . ."

The Merit Rating Study Commission was appointed by Governor Cherry in compliance with Resolution No. 22 passed by the General Assembly of 1945. The members of the Commission are: John W. Umstead, Jr., Chairman, Chapel Hill; Dr. James E. Hillman, Secretary, State Department of Public Instruction, Raleigh; Supt. June H. Rose, Greenville; Dr. A. M. Proctor, Duke University, Durham; Prof. Carl W. McCartha, Woman's College, Greensboro; Mrs. Inez B. Hinnant, teacher Wilmington schools; and J. Carlyle Rutledge, Kannapolis.

Publication of Radio Scripts Announced

The *American Mercury* announces that its 1946-47 Script-of-the-Month series will begin with the October number, which will be available early in October.

Script-of-the-Month is a 15-minute radio adaptation of an article appearing in the magazine. Scripts deal with timely problems of national and world significance. They are released monthly from October to May.

Script-of-the-Month is written as a round table discussion for three speakers and a chairman. It may be used in a variety of ways—on the air as an actual broadcast, in club meetings as a panel discussion, in school auditoriums as an assembly program, in classrooms as part of the lesson material. Teachers of English, public speaking, debating, current events, civics and social studies will find Script-of-the-Month especially useful.

Cost of the entire series of eight scripts is 50 cents. For a free sample copy write to the Radio Department, The American Mercury, 570 Lexington Ave., New York 22, N. Y.

16 Off-Campus College Centers Approved

Sixteen off-campus centers to which students unable to be admitted to any college or university have been approved by a committee authorized by the North Carolina College Conference. Fourteen of the approved centers are for white students and two for Negroes. The 14 approved centers for white students are under the general direction of the University of North Carolina. One of the Negro centers, Wilmington, is directed by the Fayetteville State Teachers College and the other at Asheville by the A. and T. College, Greensboro.

The names and approximate enrollment in the centers for white students are as follows: Charlotte 322, Fayetteville 66, Gastonia 129, Goldsboro 54, Greensboro 64, Hendersonville 71, Murphy 56, Rocky Mount 99, Wilmington 232, Albemarle 51, Burlington 34, Burnsville 44, Mount Airy 39, and Robbinsville 43, a total of 1,304. There will be an enrollment of about 100 students at the two centers for Negroes.

The Advisory Committee is composed of Dr. James E. Hillman, Chairman,

Audio-Visual Institutes Are Scheduled for October 21-31

A series of audio-visual institutes for the period of October 21-31 has been arranged by H. Arnold Perry, Division of Instructional Service, State Department of Public Instruction.

Mr. C. R. Crakes of the DeVry Corporation and Miss Norma Barts of the same organization will render professional services at each of these meetings. Mr. Crakes will discuss the various types of audio-aids, and Miss Barts will give demonstration lessons in the use of the sound motion picture.

The meetings will be held in the afternoon from 2:30 to 6 o'clock. Dates and places for the ten-day schedule are as follows:

October 21—Monday, Andrews.
October 22—Tuesday, Asheville.
October 23—Wednesday, Hickory.
October 24—Thursday, Charlotte.
October 25—Friday, Fayetteville.
October 28—Monday, Wilmington.
October 29—Tuesday, Greenville.
October 30—Wednesday, Elizabeth City.

October 31—Thursday, Raleigh.

Information about the institutes were sent to all superintendents early in October.

Bibliography On Occupations Issued

A bulletin giving a bibliography of 160 sources of materials on 100 occupations has recently been issued by the Occupational Information and Guidance Service of the State Department of Public Instruction. In addition to the bibliography the bulletin contains a list of publications giving general information regarding occupations, suggested plans for filing unbound occupational material, a list of current publications in the labor-market field, and several sources of inexpensive occupational material, which may be obtained by counselors and others.

State Department of Public Instruction; Dr. Clyde A. Milner, President of Guilford College; Holland Holton, Duke University; Dr. J. Henry Highsmith, State Department of Public Instruction; Dr. W. C. Pressly, President of Peace College; Russell M. Grumman, University of North Carolina, Secretary; J. B. McRae, Fayetteville State Teachers College; W. T. Gibbs, A. & T. College; and L. S. Cozart, President of Barbia-Scotia College.

In most cases, the centers are located in public school buildings. Classes are taught in the afternoon and evenings. The faculties are composed of public school teachers, college professors and other persons who have the requisite master of arts degree. All centers must maintain standards required of junior colleges.

The tuition charges are \$60 per quarter or \$180 for the entire school term of three quarters.

Board Requests Governor to Appoint Radio Commission

A motion to request the Governor to appoint a commission to study the advisability and feasibility of the use of radio in education was voted by the State Board of Education at its meeting on September 19.

Guidance Report Issued

Work accomplished by the Occupational Information and Guidance Service of the State Department of Public Instruction from July 1, 1945 to June 30, 1946 is indicated in a recent report by Miss Ella Stephens Barrett, State Supervisor. This work included State, district and local conferences, training activities, publications, research and studies, counseling promotion for adults, promoting an extension of the guidance program and co-operating with other vocational activities.

Plans for further development of the program are listed as follows:

1. Plan more conferences throughout the State which will involve more community agencies as well as school people in order to get community awareness of the need for guidance services and enlist community support for such services.
2. To get guidance programs in the schools in the public eye through press releases, talks and programs at civic club meetings, meetings of professional organizations, radio, etc.
3. Conduct or sponsor more in-service training programs at the local and State level, increasing efforts toward getting assistance from the personnel in colleges and universities.
4. Work toward getting adequate counselor training programs in the teacher training institutions and universities.
5. Improve and increase the circulation of "Guidance Briefs," the service bulletin for counselors published by the State office.
6. Do more research in matters of occupational opportunities in the State and supply such information to counselors.
7. Work with a State committee on a suggested unit or course in occupations to be used in the schools of the State.
8. Attempt better evaluation of existing guidance programs.
9. Get guidance services on the agenda of administrators' conferences and meetings.
10. Render more service to other vocational services and divisions in the State Department.
11. Encourage and assist schools in making more follow-up studies.
12. Use best qualified counselors in in-service training programs and other activities as a means of expanding service to schools.

Many Veterans Enroll in Farmer Training Program

● More than 4,200 former members of the armed forces have enrolled in the Veterans Farmer Training Program, which is sponsored by the State Board of Education and local school administrative units in co-operation with the Veterans Administration. This training, which has as its aim the establishment of young men in farming and the improvement of their efficiency in this occupation will greatly enlarge the program of vocational agriculture education in the State and agricultural life in general.

A. L. Teachey, State Supervisor of the Veterans Farmer Training Program, in commenting upon this phase of the vocational agriculture program, points out the emphasis placed on helping veterans become established in farming on a sound basis. "A very large part of the instruction," he says, "is based upon a farm and home plan made by each veteran in conference with his instructor early in his training. In many cases these plans are being worked out with the co-operation of the Soil Conservation Service of the U. S. Department of Agriculture. These farm and home plans take into consideration the present situation existing on each farm together with a projected program of physical improvements to the farmstead and improved farming practices to be followed."

"Learning by doing" is the motto of these young men. In addition to 200 hours of organized classroom instruction annually, 100 hours of supervision and on-the-job instruction is given each veteran right on his own farm. He also must be engaged in a full-time farming enterprise on his own responsibility. While working on his own farm he learns how to farm by putting into practice the things he has been taught.

White and Negro teachers of vocational agriculture are directing the program in the local school districts where vocational agriculture has been established. Where the enrollment has been large, assistant agriculture teachers have been employed to assist with the training of veterans. Staff members of the N. C. State College, Soil Conservation Service, Farm Security Administration, Agricultural Extension Service, Production and Marketing Administration, and the State Department of Agriculture are also assisting teachers of agriculture by presenting valuable information needed in planning and carrying out the farm plans of the class members.

The school farm shops and school community canneries, which contributed so much to the home front during the war, are now serving a new group of rural people. Members of the Veterans Farmer Training classes are being taught how to repair their farm machinery and how to construct useful equipment in the farm shop. Likewise, the school-community cannery is a laboratory where they learn to can food by doing it.

On September 18 reports showed that 260 of the 357 active white departments of vocational agriculture and seven of the 94 Negro departments had begun Veterans Farmer Training programs. Other departments expect to begin programs as soon as the fall harvest of crops has been completed.

According to Mr. Teachey, the vocational agricultural leaders and teachers are aware of the obligations and opportunities they have for assisting veterans who wish to become farmers. "Every effort," he said, "will be made to give these young men the type of training which will enable them to become efficient farmers and worthy citizens of their communities."

Tests to Be Given 5th and 8th Grades at End of 4th Month

Tests will be given to all fifth and eighth grade pupils of the State this year at the end of the fourth month of school, it was announced recently by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, in a letter to county and city superintendents. Dr. Highsmith also requested orders for the number of tests and accessories used in their administration. These tests are to be given by teachers and principals, but they will be sent to the World Book Company, the publisher of the tests, for analysis and grading, Dr. Highsmith said.

Ryan Granted Leave

Dr. W. Carson Ryan has been granted a second leave of absence by the University of North Carolina to return to China to work with the United China Relief Organization until January 1, 1947, it was recently announced. Dr. Ryan left the United States early in September and expects to return in December. He spent six months in China during the fall and winter terms of 1945-46.

Prof. Guy B. Phillips has been reappointed as acting head of the Department of Education at the University during the absence of Dr. Ryan.

The graduate enrollment in education has been heavy since January 1, 1946. It is expected that the full quota of 65 graduate students in the Education Department will be enrolled during the fall quarter.

Prof. James S. Tippet will assist with work in the department at Chapel Hill during the fall quarter.

**NINE-MONTHS SCHOOL FUND
MONTHLY SALARY SCHEDULE FOR TEACHERS—1946-1947**

| TYPE OF CERTIFICATE | EXPERIENCE IN YEARS | | | | | | | | | | | |
|------------------------|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Graduate | | | 143 | 147 | 152 | 157 | 162 | 167 | 172 | 177 | 182 | 187 |
| Class A | 125 | 128 | 131 | 135 | 139 | 143 | 147 | 152 | 157 | 162 | 167 | |
| Class B | 110 | 114 | 117 | 121 | 124 | 128 | 132 | | | | | |
| Class C | 100 | 103 | 107 | 110 | 113 | 116 | | | | | | |
| Elementary A | 90 | 93 | 97 | 100 | 103 | | | | | | | |
| Elementary B | 80 | 84 | 88 | 92 | | | | | | | | |
| Nonstandard | 75 | | | | | | | | | | | |

Teaching Profession Holds World Conference

A world conference of the teaching profession was held at Endicott, N. Y., August 17-30. This meeting, sponsored by the National Education Association, was attended by delegates from 28 countries. They considered five major questions:

1. How to develop co-operation in the teaching of international relations.
2. How to develop an effective organization of the teachers of the world.
3. How to aid and co-operate with UNESCO.
4. How to assist in the rehabilitation of schools of the war-devastated countries.
5. What major problems are involved in international co-operation in education and how to attack them.

The nations represented at the conference were: Bolivia, Brazil, Canada, Chile, China, Costa Rica, Czechoslovakia, Dominican Republic, Egypt, El Salvador, Eire, England, Haiti, Iceland, Iraq, Mexico, Netherlands, Nicaragua, Northern Ireland, Norway, Poland, Scotland, South Africa, Sweden, Switzerland, and the United States.

Observers from a number of national and international organizations were also in attendance.

Each committee that worked on the questions listed formulated a report which was considered and adopted with certain revisions at the final plenary sessions. These reports are to be printed and issued as a formal statement at the earliest possible date.

Among the proposals to which the conference gave its consideration were: worldwide exchange of teachers and students between nations, need for a universal language and greater study of languages, development of common world textbooks under the authorship of recognized scholars, and elimination of extreme nationalism from the school curriculum.

A major advance in education was made when a new organization, to be known officially as the World Organization of the Teaching Profession, was authorized by a unanimous vote. The organization will be formally established when ten nations approve the charter.

New Board Member Takes Oath of Office

J. Harold Lineberger, of Belmont, appointed recently to fill out the unexpired term of the late Dr. Julian Miller, took the oath of office as a member of the State Board of Education before Justice E. B. Denny in the Governor's office on September 5.

D. Hiden Ramsey, Board member from the Eighth Educational District, was elected to succeed Dr. Miller as vice-chairman.

Junior College Enrollment Up

The junior colleges of the United States—now 630 strong—will this year enroll a total of at least 355,000 students, according to the results of a survey released recently by the American Association of Junior Colleges, Dr. Jesse P. Bogue, Executive Secretary. The way the junior colleges—newest segment of American higher education—have rolled up their sleeves to offer a strong 1946-model education to such a huge portion of the unprecedented throng of veterans and high school graduates clamoring for college entrance this fall, is making educational history, and at the same time is bringing fulfillment to the hopes for a college education of thousands of young people who would otherwise have been doomed to disappointment. Junior college after junior college has managed to enlarge both its facilities and its staff to accommodate enrollment increases of anywhere from 400 per cent to 2,000 per cent per institution.

The 355,000 students who will enter junior college this fall are just short of half as many students as were enrolled in all of higher education in 1943-44 as enumerated in the recent Snyder report to President Truman. Approximately 153,000 veterans will be included in the 355,000. Apparently the 30-year-old junior college movement, a distinctly American development, is now assuming the significance in United States higher education that experts have long predicted for it.

16,000 Boys Study Agriculture

Today, there are in North Carolina 440 departments of vocational agriculture, which had an enrollment of 26,805 in all types of classes during the school year 1945-46, according to Roy H. Thomas, State Supervisor, Vocational Agriculture. Of this enrollment 16,123 were high school students and 10,682 adult farmers in evening classes.

A labor income of \$2,471,268.84 was realized from the home projects of these high school students and evening class members, Mr. Thomas stated.

The program of vocational education in agriculture is an integral part of the public school system in North Carolina. Agricultural instruction gives the pupil the fundamental principles underlying farming in his community and shows him how they may be put into practice to obtain the best results. All students do practice work on their home farms.

The work of a teacher of agriculture consists mainly of:

1. Classroom instruction for the following groups: Regular high school students, out-of-school young men, evening class of adult farmers and veterans interested in farming.
2. Supervision and visitation of home practiced work of the above groups.
3. Community work—advising with farmers concerning their problems, community fairs, attendance upon agricultural meetings, etc.

Consumer-Buyer, Distribution Lessons Prepared

The Committee on Consumer Relations in Advertising, 420 Lexington Ave., New York 17, N. Y., announces the preparation of a series of lessons on "The Consumer-Buyer and Distribution." These lessons are intended to serve as a textbook and lesson plans for schools, colleges and adult consumer study groups. They will be issued in a series of units composed of one or more lessons each. There will be accompanying questions, problems, projects and additional reference materials.

The first two lessons in Volume I will deal with "The Consumer in Our Society" and "The Consumer Market." Lesson 1 on "The Consumer in Our Society" analyzes the nature of our economic system, its underlying principles and social purposes. Lesson 2 is an introductory discussion of "The Consumer Market."

An aim of "The Consumer-Buyer and Distribution" is to provide those interested in consumer education a picture of the work of distribution from the viewpoint of the consumer, including analyses of price-making forces, retail methods and practices, advertising and sales promotion, principles of buying, consumer protection, and other market factors which influence consumer buying.

Essay Contest Announced

Prizes ranging from a first prize of \$500 to 24 \$5 prizes have been announced for the best essays on the subject "Printing's Place in the Post-war World," or some related subtopic. Students enrolled in any high school are eligible to enter this contest. October 30th has been set as the last day on which entry cards from a school may be mailed.

The contest is sponsored by the International Printing Ink in co-operation with the National Graphic Arts Education Association. It is approved by the National Association of Secondary School Principals. All high schools of the country have been notified and given other necessary information regarding the contest rules.

New Curriculum Guide for Business Education Issued

A new "Curriculum Guide and Course of Study for Secondary School Business Education" was issued and furnished to county and city superintendents for distribution to teachers of business education early this month by the State Superintendent of Public Instruction. The bulletin contains 183 pages and is issued in mimeograph form in order that teachers may try it out for a year before it is printed.

According to State Superintendent Erwin who wrote the preface, "It is the purpose of this bulletin to give assistance on current practices in the various phases of business education—to make suggestions as to the 'what and how' of business education and to serve as a guide in the learning process."

The bulletin was developed democratically by hundreds of teachers throughout the State, the final draft being done in the curriculum workshops at the Woman's College, University of North Carolina, July 10 to 19, 1946.

According to Dr. J. Henry Highsmith, who prepared the introduction, "It has been 11 years since a 'Course of Study in Business Education' was printed for use in the high schools of North Carolina. . . . The wide scope of this bulletin is indicated in Part I, Building the Business Curriculum, in which a background is built up for the discussions which occur in the other sections of the bulletin."

"In Part II, the subjects usually taught in high school are clearly discussed—bookkeeping, shorthand, type-writing, business education, business law and business mathematics. In addition helpful suggestions are made about business organization, clerical practices, consumer economics, general business, principles of selling, and secretarial practice.

"Part III gives Sources of Help for the Business Teacher."

New Attendance Report Form Distributed

The new attendance report forms authorized by the State Board of Education at its April 11 meeting were recently sent to all county and city superintendents by Paul A. Reid, Controller. Cards to be used in connection with the reports after the first month have also been distributed.

This new attendance form provides for reporting the average daily attendance of each pupil during each school month. The form is printed in quadruplicate: one copy for the homeroom teacher, one for the principal, one for the superintendent, and one for the State Board of Education. The State Board of Education's copy will not be completed until the end of the seven months of the school term, at which time this form and the Organization Statement will be supplied each superintendent.

The resolution of the Board authorizing the form reads as follows:

"The plan for reporting average daily attendance information, prepared by a committee of superintendents and the Controller, endorsed by the superintendents, principals and classroom teacher organizations of the State, is hereby adopted as a supplementary reporting plan to be required within each administrative unit of the State, beginning with the school year 1946-47."

According to Mr. Reid, the purposes of this new report are twofold: (1) more accurate reporting of average daily attendance, (2) the improvement of attendance.

Two Additional Supervisors Employed

Two additional supervisors of instruction in county units have been employed for the current year, it is announced by Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the State Department of Public Instruction. These two are Cora Lancaster for Beaufort County and Mary Lyons Anthony for Craven County. This makes 16 county units that have supervisors. Dr. Highsmith stated. In addition there are seven city units that have supervisors of instruction.

Miss Lancaster is a native of Edgecombe County. She has taught school in the State in a number of schools, her most recent experience being in Albemarle and Raleigh.

Miss Anthony, who comes from Burke County, taught a number of years in that county and also in Charlotte and Nashville. She returns to North Carolina from the Demonstration School at Milledgeville State Teachers College, Georgia.

County units now having supervisors are the following: Alamance, Beaufort, Craven, Davidson, Durham, Edgecombe, Forsyth, Halifax, Iredell jointly with Statesville, Johnston, Martin, Mecklenburg, Northampton, Onslow, Pitt and Surry. City units are Asheville, Burlington, Charlotte, Gastonia, Raleigh, Roanoke Rapids and Winston-Salem.

Committee on Elementary Education Adopts Tentative Plans for 1946-47

Tentative plans for carrying on the work of the North Carolina Committee on Elementary Education during 1946-47 were adopted at a meeting of the Committee on August 1-3 at Chapel Hill. A summary report of what has already been accomplished by the Committee has been recently issued.

The tentative plans include the following items:

1. All new schools entering the work program this year will follow the same general plans and procedure as the 29 schools did during the school session of 1945-46.

2. The schools that participated during 1945-46 will lend assistance to new schools in organizing and carrying on the program.

3. Materials published of the 1945-46 study will be available to new participating schools and to old participants on request.

4. The program of intervisitation will be continued.

5. A summary of the 1945-46 study and the plans for 1946-47 will be prepared and published in the State Superintendent's "Public School Bulletin," in

North Carolina Education, and the *State News* of the Association for Childhood Education.

6. Each school participating in the study will be encouraged, and assisted as far as possible, to begin and to continue a program of self-appraisal.

The North Carolina Committee is sponsored by the North Carolina Education Association and the State Department of Public Instruction. It is a part of the Southern States Work Conference on Educational Problems. Dr. Roy W. Morrison, Chapel Hill, and Dr. H. Arnold Perry, Raleigh, are co-chairmen of the Committee. Other members are Grace Brunson, Winston-Salem; Theo Dalton, Graham; Virginia Kirkpatrick, Raleigh; Margaret McGimsey, Morganton; N. C. Newbold, Raleigh; Hattie S. Parrott, Raleigh; May E. Probst, Concord; Julia Wetherington, Raleigh; M. E. Yount, Graham; Dr. John Ludington, Raleigh; Ella Stephens Barrett, Raleigh; T. L. Looper, Gastonia; Claude Grigg, Albemarle; Irene Logan, Asheville; Charles E. Spencer, Raleigh, and Dr. E. H. Ellinwood, Newton.

Carnegie Grants Aid to "Vitalize Instruction" in the South

A five-year program in which 33 selected universities and colleges in the South will join to "vitalize instruction" was announced recently by O. C. Carmichael, president of the Carnegie Foundation for the Advancement of Teaching. The project will be financed by a special grant to the Foundation of \$700,000 from Carnegie Corporation of New York plus \$200,000 from the co-operating institutions, making available a total of \$900,000.

University centers have been set up at Atlanta, Nashville, New Orleans and in North Carolina, each center serving as the focal point for several colleges; in the case of North Carolina, Duke University at Durham and the University of North Carolina at Chapel Hill will serve jointly. The grouping for North Carolina is as follows:

NORTH CAROLINA CENTER: DUKE UNIVERSITY, DURHAM; UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

College of Charleston, Charleston, S. C.

Davidson College, Davidson, N. C.

Furman University, Greenville, S. C.

Wofford and Converse Colleges, Spartanburg, S. C. (Serving as one unit).

Wake Forest College, Wake Forest, N. C.

The Foundation will provide \$15,000 annually for five years to each of the university centers, and they have agreed to add individually \$5,000 a year. Each of the 20 college units will receive \$4,000 annually, which the college will supplement with \$1,000 a year, Mr. Carmichael said.

"These funds may be used," he continued, "to stimulate creative activity, to finance full- or part-time research during both term-time and summer, and to purchase research materials as well as library books. Increased intellectual stimulation for the faculty members of the smaller co-operating colleges will also be provided by bringing them into closer contact with colleagues in the same academic fields at other colleges and universities. Project funds are not expected to be available for securing advanced degrees.

"Each university center will have its faculty committee to select individual participants in the plan, and its coordinator who will arrange visits of college instructors to the university campus, contacts with members of the university faculty, use of library facilities and visits to participating colleges in the regional group."

Wake Teachers Get X-Rays

School teachers in Wake County have been examined for possible signs of tuberculosis, according to a report from Mrs. Lois D. Durham, executive secretary of the Wake County Tuberculosis Association. The purpose of the survey was to eliminate carriers from whom school children might contact tuberculosis and to permit carriers to learn of their condition in time for successful treatment. A total of 615 teachers and school employees were examined. Results of this case-finding project have not yet been made public.

Study Unit On Health Is Distributed

In furtherance of the crusade for better health throughout the State, the North Carolina Tuberculosis Association is again this year distributing thousands of study units on health to the schools of North Carolina, according to an announcement by Frank W. Webster, executive secretary of the Association.

The unit deals with tuberculosis as a public health problem which can be conquered only when adequate education toward the disease is given. The title of the unit is "The Message of the Double-Barred Cross."

The unit discusses the sensible precautions that one should take not only against tuberculosis but also to maintain good health in general. It gives teachers a list of things that they can do for themselves personally as well as for the school and community. The unit is geared to students who will soon be adult members of the community and who will be the ones to carry on the work for better health either as volunteer citizens or as professional workers.

Principals and health teachers in the schools may obtain the units free of charge from the Christmas Seal Sale chairman in their territory.

Board Approves Local Tax Elections

Approval of special tax elections in accordance with Section 115-361 of the General Statutes has been given by the State Board of Education this year, it is learned from the official minutes of the regular meetings of the Board. In reverse date order these approvals were as follows:

September 5:

Halifax, Weldon—20c.

Martin, Jamesville—20c.

June 6:

Lincolnton—20c.

Cabarrus—10c.

Martin, Robersonville—

May 15:

Currituck—15c.

Forsyth—10c.

Gaston, Flint Groves—10c.

Johnston, Smithfield—25c.

April 11:

Richmond, Ellerbe—25c.

Red Springs—25c.

Gaston, Myrtle—12c.

March 23:

Johnston, Selma—30c.

Buncombe, Sand Hill—10c.

March 7:

Martin, Williamston—20c.

Surry, Elkin—20c.

Gaston, Lowell—12c.

Gaston, Ronlo-Spencer Mount—12c.

February 7:

Johnston, Clayton—25c.

Johnston, Benson—50c.

Whiteville—20c.

Records indicate that where the tax has been voted favorably prior to February in the 62 units and districts the average rate levied was 16.8c.

State Agencies Are Exempt From Excise Taxes

All State governmental agencies, including schools, are exempt from Federal excise taxes, according to a memorandum from the Division of Purchase and Contract. These taxes are divided into three groups: (1) Manufacturer's excise taxes, (2) retailers' excise taxes, and (3) excise taxes on facilities. This latter group includes telephone and telegraph service and the three per cent transportation tax. In the case of transportation no exemption certificate is required.

A schedule of Federal excise taxes from which exemptions may be claimed and a blank "Federal Tax Exemption Certificate" prepared for a typical county may be secured from the State Division of Purchase and Contract, W. Z. Betts, Director, Raleigh, N. C.

State Fair Includes Educational Exhibits

Exhibits from eight county and city units were displayed at the State Fair, which was held in Raleigh, October 14-18. In addition to these exhibits, which had for their general theme "Educating Youth for the Responsibilities of American Citizenship," an equal space was devoted to vocational education, including agriculture, home economics and trades and industries.

Prizes of a \$75 first prize, a \$65 second prize, a \$60 third prize and five \$50 prizes were awarded for the winning exhibits.

1946-47 Educational Directory Is Being Prepared

The 1946-47 edition of the *Educational Directory* which is issued annually by the State Department of Public Instruction is now being prepared, it is announced by L. H. Jobe, Director of Publications. Mr. Jobe states, however, that he cannot advise when this publication will be ready for distribution. After he has made the necessary changes and corrections, the printer must set it up, proof must be read and then returned to the printer for printing. "Based upon past experience and the situation with reference to printing today it will perhaps be February of next year before this directory will be available for distribution," Mr. Jobe stated.

LAWS, RULINGS and OPINIONS

Vaccination; Public Health; Immunization Against Contagious Diseases; Admission of Pupils; Exception As to Members of Religious Organizations.

In reply to inquiry: You state that you have a family in the School District who, because of religious beliefs, object to the taking of medicine, vaccinations, or any other kind of medical treatment. You further state that they have a son who is to enter the School next year. It appears that the parents of this boy have inquired if the child can enter school without the vaccinations and immunizations required by law; and if so, what procedure they must follow or what forms they must fill out in order for the boy to be accepted for a student. You have also received objections from other parents in the community relative to the admission of this child without the vaccinations and immunizations that the other children are required to take before entering school. You would like to be advised as to the right of the parents of this boy and your right to accept him as a student in this school without the immunizations required by law and the procedure to be followed.

Our laws in regard to immunization against smallpox, diphtheria, and whooping cough have been rewritten by the 1945 Session of the General Assembly, and they will be found in Sections 130-183, 130-190, and 130-190.1 of the 1945 Cumulative Supplement to the General Statutes. Each one of these sections dealing with immunization against each one of these diseases contains a proviso which reads as follows:

"Provided this section shall not apply to children whose parent or parents or guardian are bona fide members of a recognized religious organization whose teachings are contrary to the practices herein required, and no certificate for admission to any public, private or parochial school shall be required as to them."

You will note that under this proviso (parents or guardian) must be (1) bona fide members of a religious organization; (2) this religious organization must be one that is recognized, that is, it is generally known and there is a general reputation that the organization is of the particular type or kind in question; (3) the teachings of this organization must be contrary to the practice of immunization against contagious diseases by the use of vaccine or other prophylactic agents in common and general use by medical men for immunization purposes. The school authorities should be satisfied that the parents or guardian are members in good faith of this religious organization; and for this purpose, you can ex-

amine into the length of time that they have had membership in such organization, whether their names have been inscribed on the rolls of such religious organizations; and you may inquire of other members of the organization and its clergyman as to whether these persons are recognized as being members in good standing in this religious organization. It must be an accepted doctrine of the organization that on account of religious beliefs the organization or church does not believe in immunization by the use of vaccines or other prophylactic agents. This does not mean that just one local church may hold this view, but it must be the accepted doctrine of the whole denomination or organization wherever it may exist and not just the belief of one local church or one local group. For this purpose, you may talk to the heads of the organization or the leaders or pastors or you may examine any printed statement of the doctrines, tenets or precepts of the organization.

There is no prescribed procedure or forms that are required to be filed by the parents or guardian according to the school law; however, as a matter of precaution, I feel that the County Board of Education should require the parents or guardian of such a child to file an affidavit with the County Board of Education setting forth the religious organization they belong to and swearing that it is an accepted doctrine of this organization that its members do not believe in immunization by use of vaccines or other prophylactic agents and the affidavit should also state any other reasons or requirements that I have heretofore discussed in this letter, including the requirement that the parents or guardian making the affidavit are bona fide members in good standing in this religious organization. I think that the County Board of Education, Superintendent of Schools and the principal should see that this affidavit is filed and deposited with the County Board of Education for the protection of all parties concerned.—Attorney General, May 13, 1946.

Termination of Contract; Refusal of Teacher to Receive Letter Giving Notice of Termination.

In reply to inquiry: Receipt is acknowledged of your letter of June 3, enclosing a letter from Mr., Superintendent of Schools in County, stating that the local committee, the principal and he had decided not to extend the contract of a teacher in a school. The teacher was notified on May 27, which was the last day of school, and requested to resign, which she refused to do. Thereupon, Superintendent wrote her a letter and sent it by registered mail, notifying her

of the termination of the contract, this being done on May 27. The teacher refused to accept the letter and the letter was returned with the word "refused" above the signature of the postmaster. Mr. inquires whether or not the contract is terminated under this procedure.

In my opinion, the required notice was given as provided in the statute, G. S. 115-359, which provides that it shall be the duty of the county superintendent or administrative head of a city administrative unit to notify all teachers and/or principals now or hereafter employed by registered letter of his or her rejection prior to the close of the school term.

The letter having been mailed and offered for delivery to the teacher prior to the close of the school term, the refusal of the teacher to accept the letter would not prevent the termination of the contract from being effective.

As I understand the letter from Mr., the registered letter was mailed on the 27th of May, which is all the statute requires and it is not necessary to show that delivery of the letter was made prior to the close of the school year.—Attorney-General, June 5, 1946.

Reduced Allotment; Teacher Contracts, Etc.

In reply to inquiry: I received your letter of June 5, in which you state that due to the teacher allotment by the State Board of Education for the colored high school for 1946-47, you have more teachers under contract for that year than you have positions in the high school; namely, four teachers under the 1946-47 contract for three high school positions.

You request me to advise you whether you have the authority (1) to inform one of the teachers that his contract is rescinded due to the reduced allotment, or (2) transfer one of these teachers under the 1946-47 contract from high school work to a position in an elementary school in the same system, because she is not qualified to handle some of the subjects that will be necessary combinations in the three teachers in the high school. You further write as follows:

"The requirements for the three teachers I shall need for a three-teacher high school set up will be different from the requirements for a four-teacher high school set up, and more difficult to obtain.

"In other words, the four teachers now under contract for the three positions are not qualified nor certified to teach the many subjects needed for the three-teacher high school program. Vacancies must be declared or transfers made to permit employment of properly certified teachers. If I may, I can

(Continued on page sixteen)

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin,
October 1941)

Under the stimulation afforded by the increased appropriation for vocational education made by the recent General Assembly 67 new departments of vocational agriculture have been added to the list, making a total of 489 schools that will be operated during 1941-42.

A. E. Manley, principal of the Stephens-Lee High School, Asheville, for the past six years, has been chosen as Supervisor of Negro High Schools.

Dr. George Howard, native of this State and a member of the State Department of Public Instruction from 1923 to 1925, has returned to North Carolina from the Canal Zone, where he was Assistant Superintendent of Schools, to become Field Agent of the Southern Association of Colleges and Secondary Schools of 11 states, from Virginia to Texas, in the Southeast.

Early in the summer Mr. R. M. Gray, who has just retired as Superintendent of the Statesville city schools, suddenly passed away.

C. C. Riss, formerly superintendent of schools of Columbus County, died September 11, from a heart attack.

10 Years Ago

(North Carolina Public School Bulletin,
October 1936)

In line with a policy followed in many other states, we are inaugurating this month the NORTH CAROLINA PUBLIC SCHOOL BULLETIN.

The following changes have been made in superintendents of county administrative units since the last Directory was printed: J. O. Bowman, Anson County; R. S. Proctor, Craven County; Henry Overman, Gates County; and H. M. Roland, New Hanover County. City superintendents are new in the following units: L. E. Spikes, Burlington; B. L. Smith, Greensboro; Hugh Beam, Marion; W. P. Morton, Pinehurst (added unit); Claude F. Gaddy, Raleigh; W. E. Abernathy, Shelby; and V. W. Lewis, Wadesboro.

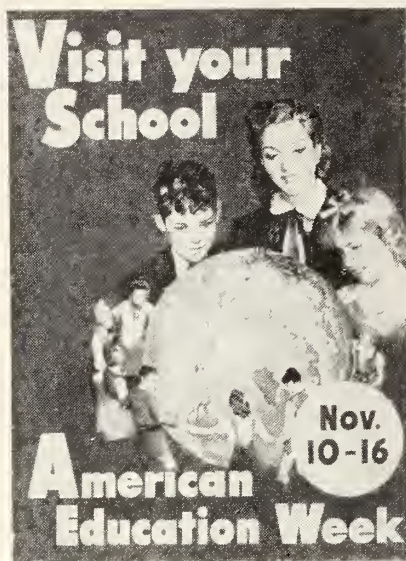
Mr. C. H. Warren has taken the place of Mr. H. L. Warren, resigned to accept a position with the Office of Education, Washington, D. C., as Supervisor of Industrial Rehabilitation.

Miss Catherine Dennis succeeded Miss Susan Burson, who has also accepted a position with the Office of Education, as Supervisor of Home Economics.

Mr. A. C. Davis has been added to the staff in the Division of Finance and Statistics left vacant by the resignation of Mr. F. D. Duncan, who has accepted a position with the East Carolina Teachers College, Greenville, N. C.

The Centennial of Public Education in North Carolina is now being observed throughout the State.

A Public Affairs Forum under the sponsorship of the Office of Education



Laws, Rulings and Opinions

(Continued from page fifteen)

transfer only one of the four and one will have to be released to solve my problem for 1946-1947."

G. S. 115-359 provides that it shall be the duty of the county superintendent or administrative head of a city administrative unit to notify all teachers and/or principals now or hereafter employed, by registered letter, of his or her rejection prior to the close of the school term, *subject to the allotment of teachers made by the State Board of Education*. This provision and the provisions of G. S. 115-354, as to the continuity of teachers' contracts, are, in my opinion, subject to the allotment of teachers to the school by the State Board of Education.

In the event the allotment of teachers made to your school has been reduced by the State Board of Education, it is my opinion that you would have the authority, by direction of your school board, to notify the teacher who is not to be re-employed that his contract is rescinded, due to the reduced allotment.

I know of no reason why the same teacher could not be given a position in the elementary school of the same system, if the teacher possesses the necessary qualifications and is willing to sign a contract for this work. This may involve some special questions as to the qualifications of the teacher with which I am not familiar.

I am sending a copy of this letter to Mr. Paul A. Reid, Controller, and Dr. Clyde A. Erwin, State Superintendent of Public Instruction, in order that they may consider this problem if you require any specific answer to it; that is to say, the problem as to the professional aspects of the questions.—Attorney General, June 7, 1946.

has been arranged for North Carolina in the counties of Lenoir, Wayne, Wake, Wilson, Greene, Johnston and Pitt.

FROM THE PRESS

Durham. The Durham Classroom Teachers Association and the Durham City Education Association have published the first issue of a paper called *Classroom Teacher Talk*.

Greensboro. "The most important subject you have to teach is reading," Ben L. Smith, Superintendent of City Schools, told city school teachers in general meeting yesterday (Sept. 2) at Central School.

Winston-Salem. Winston-Salem city school children will get a fully balanced plate lunch with milk this year for 16 cents.

Guilford. The groundwork for a full-fledged girls' physical education program in all county schools was laid this morning by county school principals meeting in special session in connection with the annual general teachers meeting at Curry Training School.

Wake. School teachers in Wake County are being examined for possible signs of tuberculosis. Mrs. Lois D. Durham, executive secretary of the Wake County Tuberculosis Association, reported last night (Sept. 4).

Wayne. Better pay for school teachers is demanded in a resolution adopted Monday night (Sept. 2) by the Pomona (county) Grange meeting at Belfast.

Roanoke Rapids. In addition to the regular textile adult classes that have been offered for several years, Roanoke Rapids High School has entered into a contract with the Veterans Administration to offer courses in textiles, machine shop, woodworking, mechanical drawing, commercial subjects and college preparatory subjects where there is sufficient demand.

Newton-Conover. In a statement of goals of the Newton-Conover school faculty set forth during the first meeting of the faculty held last week (Sept. 2-7), it was stated that all teachers will be English teachers, with constant emphasis being placed on the all-important subject.

Hickory. Proof that G. I. Joes realize the need for high school and college education is seen locally in the large number of service men who are registered in the Hickory High School and Lenoir Rhyne College.

Winston-Salem. Miss Grace Brunson, supervisor of Winston-Salem elementary schools, today (Sept. 16), announced arrangements are being made for a graduate course in "Biographical Sources" to be taught by Dr. Eugene E. Pfaff, professor of history at Woman's College.

Elizabeth City. Twenty-one veterans of World War II are "buckling down to work" at the Elizabeth City High School. Principal E. C. Funderburk said today (Sept. 12).

C 3705

DEAN R. B. HOUSE
CHAPEL HILL, N. C.

NORTH CAROLINA PUBLIC SCHOOL

BULLETIN

Published Monthly by the State Department of Public Instruction

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RALEIGH, NORTH CAROLINA

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Teachers Received Average Annual Salary of \$1,467.59 From State Funds in 1945-46

• The 22,810 classroom teachers paid from State funds during 1945-46 received an average salary of \$1,467.59, it is ascertained from a calculation made on the basis of the audit report of State funds recently made by the Division of Auditing and Accounting of the State Board of Education.

This report showed that the teachers and principals of the State received 84.12 per cent of the entire State fund expended in the 171 local administrative units, a total of \$36,903,305.35. Of this amount, the 22,810 teachers were paid a total of \$33,473,016.07, whereas the 1,335 elementary and high school principals received \$3,430,289.28.

The average salary paid principals, based upon calculations made from figures obtained from the audit report, was \$2,569.51. This figure included 429 principals of elementary schools and 906 high school principals, both white and Negro. A division of the total paid as to elementary and high school shows an average annual salary of \$2,479.53 paid elementary principals and \$2,561.80 paid high school principals. When the calculation is made on a racial basis no great difference is found, the average white elementary principal having been paid \$2,396.94 to \$2,479.53 for the average Negro elementary principal. In the high schools the white principal was paid an average of \$2,666.17 as compared with \$2,561.80 paid Negro high school principals.

There was some but not so great differences in the average salaries paid elementary, high school, white and Negro teachers, as follows:

White elementary teachers, \$1,454.16
Negro elementary teachers, 1,489.74
Total elementary teachers, 1,465.51

White high school teachers, \$1,479.65
Negro high school teachers, 1,467.54
Total high school teachers, 1,477.13

White teachers\$1,459.03
Negro teachers 1,487.14
Total teachers 1,467.59

On a nine-month basis the average salary paid teachers from State funds was \$163.06, or on a 12-month basis, \$122.30 a month. The \$28.11 annual amount more paid Negro teachers than white teachers was due to the slightly higher average training that these teachers have.

Durham Schools Emphasize Industrial Education

The city high school of Durham has one of the best Industrial Education departments in Southeastern United States, according to an article by John V. Blalock, appearing in the October 13 issue of the *Durham Herald*.

According to Mr. Blalock, Durham began its program of industrial education in 1920 under the Smith-Hughes Law. Now, 26 years later, the school has enlarged its program to many activities and ranks high among schools having similar programs. Preliminary industrial education is given to students in the seventh, eighth and ninth grades and at the high school level pre-apprentice training is given. The shops are equipped with machinery for wood-work, machine shop, including provisions for elementary carpentry, and architectural and mechanical drafting.

Similar courses are also provided for Negro students at the Hillside High School, with additional courses in auto mechanics and sheet metal.

Graduates who have had this training can enter the required four years of apprenticeship required for journeyman machinists, take a good job, or use the training to advantage in college engineering courses.

INTERESTING ARTICLES IN THIS ISSUE

| | |
|--|-----|
| Teachers Received Average Annual Salary of \$1,467.59 From State Funds in 1945-46..... | 1 |
| School Buildings (Editorial)..... | 3 |
| Sammel Stanford Ashley..... | 8-9 |
| Board Requests Funds for 1947-49 Biennium | 11 |
| Eight-Point Program Recommended by Superintendent Erwin.... | 12 |

N. C. E. A. to Hold 1947 Meeting in Asheville

The 63rd annual meeting of the North Carolina Education Association will be held in Asheville March 27-29, 1947, it was recently announced by C. W. Phillips, president. The meeting will be held in the city auditorium. It is expected that approximately 2,000 teachers, principals and superintendents will be present at this meeting.

Teaching Chosen by Ten Per Cent of Veterans

Ten per cent of the veterans enrolled at Northwestern University name teaching as their choice of a life career, a recent survey of the career preferences of 5,569 veterans enrolled in that institution shows. Veterans comprise 51 per cent of the total enrollment of fulltime students at Northwestern.

Business as a career is the top choice of these veterans, 30 per cent indicating this field as their preference of life work. Business was followed by a 22 per cent expression for engineering and the physical sciences and 11 per cent each for law and medicine. Journalism and dentistry each was selected by five per cent and a miscellaneous group of careers was named by six per cent of these veterans.

F. F. A. Has Enrollment Of 12,208 Boys

At present there are 12,208 boys enrolled in 350 chapters of the Future Farmers of America, it is learned from R. J. Peeler, Assistant State Supervisor of Agriculture in charge of FFA work.

The Future Farmers of America is the national organization of, by and for boys studying vocational agriculture in public secondary schools under the provisions of Federal vocational education acts. It is an intra-curricula activity having its origin and root in a definite part of the school curriculum—vocational agriculture.

Through FFA activities the co-operative spirit is fostered and individual talent is discovered and developed. Here is a school of experience in the art of working together for a common good. Members have a splendid opportunity to learn how to deal effectively with themselves as well as with others. The organization embodies the fundamentals of a true democracy.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, NORTH CAROLINA

CLYDE A. ERWIN, *State Superintendent of Public Instruction*L. H. JOBE, *Director, Division of Publications, Editor*

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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

CLYDE A. ERWIN

STATE SUPERINTENDENT

November 15, 1946

To Superintendents, Principals and Teachers:

There is a law providing "for instruction in thrift and the principles, practice and advantage of saving." In this connection, however, I am thinking beyond the law—to the subject of thrift in its broadest terms.

Despite the many snarls which exist in our present economic situation, the people of the nation as a whole are prosperous. I believe, therefore, that more emphasis should be given now to the question of thrift, not only as an aid when a recession appears in our business cycle, but as a sound principle to follow at all times.

The savings bonds offered by the Treasury Department present a splendid opportunity for teaching thrift to boys and girls. The banks, building and loan associations, and credit unions of the State will co-operate with any school or individual in the establishment of a savings account. A portion saved of what one earns now will buy more later when the market is more favorable and at the same time draw a small interest.

Beyond the money aspect of thrift is that of conservation of the things we have. School property—supplies and equipment—should not be wasted, marred or destroyed. The best use should be made of all school property for instructional purposes. The same application may be made to our personal property—our clothes and the things that we use in our everyday life. The preservation and conservation of all these things is a matter of thrift. Both the classroom and the playground offer many opportunities for teaching such principles.

I wish to commend those teachers who go beyond the textbook assignment in their efforts to shape the minds and lives of our boys and girls. I hope that no teacher will leave out the subject of "thrift" as one of the important principles of good living.

Very truly yours,

State Superintendent of Public Instruction.

EDITORIAL COMMENT

SCHOOL BUILDINGS

One situation with reference to the public schools which has been brought to the fore recently in the case of the Lumberton school strike should not be overlooked by the General Assembly of 1947. That is the question of school buildings and equipment.

It is generally known that there are a number of schoolhouses throughout the State that need replacement by larger and better equipped buildings for efficient school work. Many small buildings should be abandoned altogether as unfit for use and in their stead erected one good building to serve the children of a larger attendance area.

Admitting the facts as stated the question arises as to how such new buildings can be built and paid for. Under the present law the responsibility for the erection of school buildings lies with the county commissioners. It is the duty of the county board of education with respect to county administrative units and the board of trustees with respect to city administrative units to present the needs of their respective units and the cost of the proposed buildings each year to the county commissioners. It is the duty of the county commissioners, the law states, to provide the funds, and the court has held that such expenses are a countywide charge.

Under an amendment to the Constitution, however, the county commissioners may not contract debts during any fiscal year in an amount exceeding two thirds of the amount by which the outstanding indebtedness of the particular unit reduced its debt the preceding year, unless the people vote favorably to do so. Then, too, under the County Finance Act the borrowing power of the county commissioners for school building purposes is limited to five per cent of the assessed valuation of the property in the county.

A recent survey shows that the school plant needs of the State for the next five years, if fulfilled, would cost approximately \$100,000,000. In the face of the limitations stated, however, the commissioners of about one third of the counties would be unable to provide the funds needed in their respective counties.

It appears, therefore, that there is a definite need for legislation concerning the school building situation of the State by the General Assembly of 1947. In framing this legislation, the General Assembly might well consider the following possibilities, it seems to us:

1. Make provision for the levying of an annual tax for a capital outlay sinking fund after the needs for a five-year building program have been approved. The law should make it mandatory to levy such a tax when the assessed property valuation will be ample to meet the approval needs, and the commissioners should be authorized to borrow against this levy.

2. Consideration should be given to the establishment of a State fund from which funds might be borrowed at a low rate of interest, to be paid back by the counties over a period of years out of taxes levied for debt service.

3. Serious consideration should be given to the advisability of providing some aid to those counties whose wealth does not permit the financing of the approved building program needed without too great a burden. This is one of the points in the United Forces legislative program. It is felt by many people that since the State has provided for the operation of the schools, it should also lend its aid in the provision of plant facilities in order that the best possible use of these operating funds might be obtained. It is acknowledged by all that unless some financial aid is provided in a number of counties no adequate housing facilities can ever be provided and the education of the children in those counties are both handicapped and limited. In order to provide the minimum of educational advantages the provision for adequate buildings and equipment is a prerequisite.

THE CHILD

There have been many articles and editorials about the teacher shortage and the chief reason for this shortage—inadequate pay. Practically all of the editorials that we have seen favored more pay for the teachers. They were all unanimous in their contention that the present pay is too low and that the General Assembly of 1947 should do something about the matter. To this we heartily agree.

In the arguments for a higher salary schedule for teachers, however, most advocates give as the reason the relief that such pay will give to the teacher shortage or to the underpaid teachers themselves. To this we also heartily agree.

But there is another and more fundamental reason why the salaries of teachers should be increased, and that is the child. A higher salary schedule for teachers will attract a higher type person to the profession. Where we have a mediocre teacher now with little or no college training, we might have a better teacher if the salaries paid teachers had been more attractive in recent years. And it would not have been necessary to call back into service those persons with lower certificates or none at all.

The child is the one who is suffering on account of this situation. It is estimated that one out of every six children will be the victim of an incompetent teacher. This, then, is where the greatest harm is done. The child is the victim.

Audit Report Shows Expenditure Of \$43,871,169.38 From State Funds For School Operation in 1945-46

• The audit report of State funds expended in the 171 school administrative units shows that the sum of \$43,871,169.38 was expended for all purposes. This amount was \$5,373,160.85, or 13.96 per cent, more than was expended for similar purposes in 1944-45. Practically all of this increase was used for the object of instructional service, to increase the salaries of teachers and principals, including the additional month's pay for the latter.

These expenditures by objects as to amount and per cent of total cost are as follows:

| <i>Objects</i> | <i>Cost</i> | <i>Per Cent of Total Cost</i> |
|---|------------------------|-----------------------------------|
| General Control | \$1,111,792.65 | 2.53 |
| Instructional Service | 37,120,711.30 | 84.61 |
| Instructional Salaries | 36,903,305.35 | 84.12 |
| Instructional Supplies | 217,405.95 | .49 |
| Operation of Plant | 2,065,156.80 | 4.71 |
| Fixed Charges | 23,133.09 | .06 |
| Auxiliary Agencies | 3,550,375.54 | 8.09 |
| Transportation | 3,433,719.32 | 7.82 |
| Libraries | 116,656.22 | .27 |
| TOTAL CURRENT EXPENSE FUND | \$43,871,169.38 | 100.00 |

Student Exchanges Authorized

Proceeds from the sale of surplus property abroad is authorized to be used by the Department of State for exchanges of students and other educational activities under the Fulbright Bill recently passed by Congress. A Board of Foreign Scholarships in conjunction with the State Department will select candidates. Veterans are to be given preference.

Life Offers a Weekly Classroom Bulletin

During the course of an experimental project carried on last semester among representative high schools in California, a *Life* classroom bulletin was developed to help teachers select articles from each weekly issue which are particularly useful educationally, and to suggest ways of using them in class, with ideas of special techniques and filing suggestions. Because of many requests for just such a classroom aid, *Life* is now making this bulletin available to all *Life*-using teachers, schools and libraries on a cost-plus-postage basis.

The bulletin contains suggestions for senior and junior high schools, each section being subdivided into suggestions for social science, English and science courses. It has proved both practical and useful during the experimental period, and this classroom testing has established its value.

Interested teachers may obtain a sample copy or enter an order—\$2 for the balance of this school year by first class mail, \$2.70 by air mail—by writing to John Townsend, Room 19-33, Time and Life Building, Rockefeller Center, New York 20, N. Y.

Board Adopts Eulogy Of Dr. Miller

The following eulogy of Dr. Julian S. Miller, member of the Board who died on July 28, was adopted by the State Board of Education at its October 1 meeting:

"We who had the rich privilege of serving on the State Board of Education with Dr. Julian S. Miller wish to express the deep respect and affection which we cherished for him and the sense of genuine distress which his passing brought to all of us.

"Dr. Miller was passionately devoted to the cause of public education and in that cause he spent himself unstintedly. Even when ill health forced him to reduce his activities and to husband his failing strength, he continued his membership on the State Board of Education. To the very last, he discharged his duties faithfully and industriously.

"As an associate, he was unfailingly considerate and courteous. Although he was firm in the convictions which he held, he displayed at all times the greatest deference for the views of other Board members. He brought to the discussion of every problem sage advice and the tolerant judgment of a man who had thought profoundly about the State's obligation to the educational welfare of its children.

"The cause of the public school in North Carolina owes a deep debt to the memory of Dr. Julian S. Miller. He was truly one of the most useful forces making for educational advancement in this State in our generation. We shall miss his wise counsel and his cheery presence in our meetings."

Audio-Visual Education Project Announced

The Consumer Education Study of the National Association of Secondary School Principals, a department of the National Educational Association, announces that it is now undertaking a constructive program in the field of audio-visual education.

This program is to help discover, develop and promote the best methods in producing and using audio-visual materials for learning. The interest of business is being enlisted, together with that of educational and scientific organizations, especially because of the prospect for numerous sponsored films with potential educational value. Many will be appropriate for supplementary teaching for schools only if mutually satisfactory standards can be developed and followed.

The Consumer Education Study is under the direction of Dr. Thomas H. Briggs, a distinguished leader in modern education. During the past four years it has made important contributions to education.

An important purpose of the new project will be to function as a service agency and a medium for bringing about co-operation among those active in producing, using, promoting and sponsoring informative films of non-theatrical or nonentertainment character. The project does not intend to produce any pictures itself, nor does it intend to make decisions or issue edicts on how films should be produced. It proposes to serve as a medium through which those who do put informative films in circulation and those who use the films may analyze and better decide what films should be made and how they should be produced and presented for greatest effectiveness.

The headquarters of the Audio-Visual Education Project for the present are at Room 1000, 1600 Broadway, New York 19, N. Y.

Visual Aids for Business Education Provided

Business Education Visual Aids, 330 West 72nd St., New York 23, N. Y., has been formed by Clifford Ettinger to rent, sell and produce sound and silent motion pictures, filmstrips and other visual aids. BEVA will specialize in providing visual helps to high school and college teachers of business, sales managers and training directors. It will restrict its activities to the field of education for business. Selected films and filmstrips from various sources are now available for rental or sale in the fields of accounting, consumer education, sales training, distributive education, duplicating machines, guidance, introduction to business, office machines, shorthand, typewriting and voice-writing.

Former Superintendent Dies

K. R. Curtis, former superintendent of the Wilson County schools, died at his home in Wilson on October 5.

Mr. Curtis had resigned from school work to enter the insurance business a year ago, after having been head of the Wilson schools for 17 years. Before going to Wilson County, he had been superintendent of the Kinston city schools for 12 years.

Mr. Curtis, a native of Ahoskie, Hertford County, was a graduate of several universities, having received his master's degree from Duke. He had been a member of both State and national educational organizations, and was looked upon as one of the leading educators of the State.

Books for Adult Beginners Listed

One of the most challenging problems of libraries is the finding of books for people who cannot or will not read, according to the American Library Association which is attacking the problem with the publication of *Books for Adult Beginners*, a list compiled by the staff of the Readers Bureau of the Cincinnati Public Library.

Rudolph Flesch, of Teachers College, Columbia University, says in the foreword to the list, that what makes books difficult to read is not so much the words they contain as their interrelationships and the structure of sentences and of paragraphs. His formulae for testing the readability of books have been applied to the books in this list. The Gray-Leary tests have also been applied with the result that the books admitted are not only easy to read, but have an adult approach to their subjects.

Books for grades 1 to 4 are listed in the order of their difficulty, and books listed for grades 5 to 7 are arranged by subject. There are some 500 titles in the list, 75 per cent of which were published during the past six years.

Wilson Promoted to State Staff

W. Carl Wilson, senior rehabilitation counselor for the past three years in the Raleigh district office of the Division of Vocational Rehabilitation, has been promoted to head up the Department of Research and Statistics in the State office, according to an announcement by Charles Warren, director of the division.

Mr. Warren states that the promotion of Mr. Wilson is in line with the policy of his department to promote persons already in the work to higher positions whenever they are qualified and an opening occurs.

Warning Issued Against Unlicensed Correspondence School Solicitors

● A vigorous warning against unlicensed solicitors claiming to represent the Commercial Training Service of Trenton, N. J., and the National Training Service, of Harrisburg, Pa., both alleged correspondence schools, was issued recently by State Superintendent Clyde A. Erwin.

Unlicensed solicitors alleging that they represent these companies have been soliciting high school graduates and veterans in Yadkin, Wake and Wilson counties, Dr. Erwin said. At least 15 individuals in Yadkin have signed for the courses, he stated.

One of the solicitors has signed his name as "Ellis Alex Swartz" and has also signed more contracts as "Brown." According to Dr. Erwin, the solicitors are telling prospective students that they will be prepared for Civil Service jobs upon completion of the course.

"Neither the solicitors nor the institutions which they claim to represent have been approved or licensed to do business in this State," Dr. Erwin stated. "The solicitation which is going on is in violation of the law.

"I am requesting the law enforcement officers of the State to arrest any solicitor who is found without license and prosecute such to the full extent of the law.

"I am also calling upon the citizens of the State to assist in warning against such illegal solicitation."

Geography Teachers to Meet December 27-28

The annual meeting of the National Council of Geography Teachers will be held at the Neil House, Columbus, Ohio, December 27 and 28, 1946.

The program will emphasize three themes: (1) geography in the curriculum; (2) materials of teaching geography; (3) the contributions of geography toward education for international education. The public is invited to attend, especially those interested in teaching geography in elementary and secondary schools and in the colleges. Sectional meetings will be arranged to allow participation in discussions of special problems.

The annual banquet of the Council will be held on Friday evening, December 27. In addition, three luncheons have been planned for Saturday, December 28.

The American Association of Geographers and the American Society of Professional Geographers will also hold their annual meetings in Columbus at the same time that the Council will meet.

Additional details concerning the meetings of these three organizations appear in the *Journal of Geography*.

Supt. Erwin Addresses Louisiana Educators

State Supt. Clyde A. Erwin was one of the principal speakers to address the 13th annual school administrators conference of Louisiana held at Louisiana State University October 18, 19. The conference was sponsored jointly by the College of Education of the University and the Louisiana State Department of Education. Dr. Harold Benjamin, Dean of the College of Education at the University of Maryland, also addressed the conference.

C. B. S. Calendar Manuals Are Now Available

One half million copies of the 1946-47 calendar manual for Columbia's "American School of the Air" have been printed and are being distributed for use by listeners to the network's late afternoon dramatized education series which began its 17th year Monday, September 30 (WABC-CBS, Monday through Friday, 5-5:30 p.m., EST).

This is the first time the calendar manual has been made available to individual listeners. Previously copies were provided only to teachers, schools and educational organizations.

The manual lists the 150 programs to be heard in the five concurrent series over the 30-week period from September 30 to April 24, 1947, with brief descriptions of each. It also includes a table of "School of the Air" National Board of Consultants, a partial list of universities from whose campuses G. I. students will participate in current affairs discussions on the air, a chronological calendar of the programs, and a full list of CBS affiliated stations.

Schools Win Prizes for Exhibits at State Fair

Cash prizes were awarded schools for their exhibits at the State Fair, which was held during the week of October 21-26. First prize of \$75 was won by the Wilson City Schools. Bethel Hill School in Person County was awarded the second prize of \$65 and the Angier School in Harnett County won the \$60 third prize. Four \$50 fourth prizes were won by the following schools: Greensboro City Schools, Brogden School in Wayne County, Wakelon School in Wake County and the Fallston School in Cleveland County.

Erwin, Shuford Cite Complementary Requirements of School Attendance—Child Labor Laws

● All children under 16 years of age are legally required to attend school and may not work at gainful occupations during school hours, it was pointed out in a joint statement recently issued by Clyde A. Erwin, State Superintendent of Public Instruction, and Forrest H. Shuford, State Labor Commissioner.

"Under the school attendance law, as amended by the 1945 General Assembly, all children are required to attend school until their 16th birthday," Superintendent Erwin stated. "This provision of the school attendance law makes the requirements of that statute complementary to the provisions of the North Carolina Child Labor Law."

Labor Commissioner Shuford pointed out that under the child labor law no minor under 16 years of age may work while school is in session.

"Outside school hours, minors under 16 may work not more than eight hours a day at approved nonmanufacturing occupations, provided their employment is nonhazardous and is not in an establishment where alcoholic liquors are sold for consumption on the premises."

Shuford stated that employers who plan to hire a minor under 18 years of age must secure an employment certificate from the county welfare superintendent before, not after, the minor begins working, in order to comply with the child labor law. Each certificate issued prescribes certain working hours, and periods during the day when the minor may legally work, depending upon the age and sex of the minor, he said.

P. O. Employee Remains On School Board

The Post Office Department has withdrawn its order requesting an employee of the local post office of McCook, Neb., to resign from the local school board because he had taken a stand in favor of reinstating three teachers who had been discharged.

According to the National Commission for the Defense of Democracy Through Education which protested the original action of the Post Office Department, this threat against the McCook, Neb., postal employee raises a question as to the Post Office Department's attitude toward the civil rights of its employees. "Clearly," the Defense Commission says, "no violation of Civil Service rules or of the Hatch Act was involved by the postal employee's service on the board. Every employee of the Federal Government is entitled to exercise his rights as a citizen and to take full part in community affairs, including service to the schools through membership on the boards of education."

Postage Stamp Honoring Teachers Urged

A three-cent stamp issued in honor of the classroom teachers of America has been urged by the National Commission for the Defense of Democracy Through Education in a recent letter to President Truman.

The Commission pointed out "these public servants have served their country faithfully not only during the war but before the war, and have laid a foundation for the defense and protection of democracy and for the winning of the war which has never been adequately recognized. As you know, teachers are underpaid and there is a great shortage in the number of capable young people entering the teaching profession. Anything you can do to increase the public interest in teaching will be of real service to our national welfare."

Teachers who are interested are urged to write President Truman.

"School Executive" Presents Facts on UNESCO in October Number

Almost the entire October issue of the *School Executive Magazine* is devoted to the tremendous problem of mass education for world unity and peace. Forty-eight pages on "UNESCO and Education in the World Today" present materials which can be used for this purpose in schools and community groups. Reprints will be available in November to delegates attending the Paris UNESCO Conference, also to schools and community groups throughout the country.

These materials for classroom and community group discussion have been prepared by the editors of the *School Executive Magazine* with much valuable assistance from distinguished educators and members of both the United States Department of State and the UNESCO secretaries. Forty-eight copiously illustrated pages answer the following questions:

What is the educational situation in the world today?

What is UNESCO's relationship to it?

What should be taught to develop world understanding?

What does UNESCO plan to do?

What can the schools do to help?

Write the *School Executive Magazine*, 470 4th Ave., New York 16, N. Y., for copies of this number.

College Conference Met November 13-14

The North Carolina College Conference held its annual meeting in Greensboro on November 13-14. Principal speaker for the occasion was Dr. Francis J. Brown, staff associate, American Council on Education. He discussed the question of higher education. Retiring president, Clyde A. Milner, also addressed the conference.

At the business session, reports were heard from the various standing committees and the following officers for next year were elected:

President, T. O. Wright; vice-president, R. B. House; and secretary-treasurer, James E. Hillman, State Department of Public Instruction, Raleigh, re-elected.

American Parents Approve Schools, Gallup Poll Shows

Results of a recent poll taken by the American Institute of Public Opinion, of which George Gallup is director, indicates that an overwhelming majority of American parents are "satisfied with the schools their children attend."

The teachers, according to samplers, are presumed to be doing a good job—at least the opinion of most parents would so indicate—and are paid too little for doing it.

Dr. Gallup states that complaints about the school system are few in number, compared to the general vote of confidence.

Phrasing each question carefully, as is characteristic of the Gallup Poll, the interviewers asked first "Are you satisfied with the school your child (or children) goes to?" The poll indicated 87 per cent satisfied, 13 per cent not satisfied.

The second question was this: "If you were asked to criticize the school where your child goes, what would your main criticism be?" Possibly indicating a high degree of satisfaction and possibly, of course, indicating considerable ignorance, four out of every ten had no criticism to offer. The others, according to Dr. Gallup, offered scattered complaints with no one item standing out very much.

A third question asked: "Do you think that school teachers' pay in your community is too high, too low, or about right?" The vote showed two per cent of the people believing salaries to be too high, 44 per cent believing them too low, 33 per cent finding them "about right," and 21 per cent with no opinion.

Asked whether they believed teachers where their children go to school do their jobs well or poorly, 60 per cent maintained that the jobs were being done well, 29 per cent found them being done "fair," and eight per cent, poorly. Three per cent offered no opinion.

60 Schools Participate in Health Education Study

Sixty North Carolina schools from 24 county and six city administrative units are participating in the Southern States Work Study on Health and Health Education, it has been announced by Charles E. Spencer, co-director of the School-Health Co-ordinating Service and Dr. E. H. Ellinwood, Health Officer of the Catawba-Lincoln-Iredell District Health Department. Newton, co-chairman of the State committee. These schools will serve as laboratories for this health study, a report on which is to be completed by next summer.

The schools participating are as follows: *Catawba County*—Banoak, Balls Creek, Catawba, Claremont, Oxford, St. Stephens, Mt. View, Blackburn, Sherrills Ford, Maiden and Startown; *Northampton County*—Jackson; *Forsyth County*—Griffith; *Winston-Salem*—North Elementary; *Alamance County*—Altamahaw-Ossipee and E. M. Holt; *Caswell County*—Anderson; *Watauga County*—Appalachian and Appalachian Demonstration; *Wake County*—DuBois, Berry O'Kelly and Apex; *Cabarrus County*—Mount Pleasant; *Red Springs*; *Rockingham County*—Burton Grove; *Rowan County*—China Grove and Landis; *Lenoir County*—Wheat Swamp; *Greene County*—Training; *Davie County*—William R. Davie, Cooleemee, Farmington, Mocksville, Shady Grove and Smith Cove; *Jackson County*—Training; *Raleigh*—Eliza Pool; *Anson County*—Ansonville; *Hyde County*—Fairfield; *Pitt County*—Chicod; *Greenville*—West Greenville; *Greensboro*—David Caldwell; *Wilson County*—Rock Ridge; *Salisbury*—Allen, Henderson, John, Wiley, Boyden, Lincoln, Monroe Street, and Price; *Wayne County*—Pikeville; *Rutherford County*—Harris, Ruth and New Hope; *Orange County*—Hillsboro (Negro); *Halifax County*—Scotland Neck; *Chatham County*—Siler City (Negro).

State Board Disapproves Unauthorized Transfers

By a resolution passed at a meeting of the State Board of Education on September 19, attendance credit will not be allowed for children attending school in other districts than the one in which they reside unless the transfer has the approval of the Board. Where there is agreement between the governing boards of administrative units the matter is to be handled subject to the approval of the controller, the Board ruled.

This matter came before the Board as a result of protests from several parts of the State where children are being transferred by private conveyance to schools in districts or units in which they do not reside.

Consumers' Prices 11 Per Cent Higher Than Year Ago

Consumers' prices were about 11 per cent higher, on an average, in August 1946 than they were a year ago, according to the Consumer's Price Index of the Bureau of Labor Statistics. Most of this increase came in the three preceding months.

Here are the figures for recent months.

| Month | *Index |
|--------------------|--------|
| August 1945..... | 129.3 |
| December 1945..... | 129.9 |
| March 1946..... | 130.2 |
| April 1946..... | 130.9 |
| May 1946..... | 131.7 |
| June 1946..... | 133.3 |
| July 1946..... | 141.0 |
| August 1946..... | 143.7 |

In other words the August 1946 index of 143.7 means that prices checked during that month, on an average, were 43.7 per cent higher than the prices of similar items were during the five years ending in 1939.

*Average for 1935-1939 equals 100.0.

United Nations Weekly Now Available

Designed to provide an accurate authoritative survey of the activities of the United Nations Organization and its associated and affiliated bodies, the United Nations Weekly Bulletin, a 20-page periodical which began publication on August 3, 1946, will furnish objective accounts of important reports and proceedings. Feature articles giving the background of the news will cover the meaning and perspective of current events. Messages and statements from leading United Nations personalities will be presented from time to time. The new periodical is published by the Department of Public Information of the United Nations.

The annual subscription of \$6 entitles the subscriber not only to a regular supply of the copies post free, but also to special numbers and supplements without additional charge. All orders and remittances for the United Nations Weekly Bulletin should be sent to International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.

Rehabilitation Staff Holds Conference

The Division of Vocational Rehabilitation of the State Department of Public Instruction held a staff conference in Asheville from September 16 to 21 at the Battery Park Hotel. The theme of the conference was the rehabilitation of the tuberculous. The program consisted of lectures, demonstrations, field work, and observation of workshop methods. Sessions were held at the veterans hospital at Oteen and at the Western Sanatorium at Black Mountain.

How Do You Answer These Questions?

Teaching should concern itself with a philosophy of life as well as knowledge, writes Ordway Tead, president of the Board of Higher Education, New York City, in a recent issue of the *Colorado School Board Bulletin*.

The well-oriented teacher should have defensible answers, he believes, to the following questions:

Why did I enter the teaching profession?

What am I trying to teach? Certain facts? A wider knowledge? A growing wisdom?

Do I understand the rational connection of my subject with other subjects?

Does my teaching make clear the relevance of what is taught to a fuller understanding of how to live wisely and well?

Do I conduct my relations with students as an autocrat or as a companion in the pursuit of learning?

Do I assume that my subject is the end in view, or that it is a means to students' obtaining a grasp of how to learn how to think, how to understand the world about them and how to come to grips with its issues—personal and social?

Do I plan for my own renewal of mind and spirit by experiences which assure my more rounded awareness of life?

Do I have some central convictions about the meaning and value of life, about why it has significance and should be lived? And if so, do I occasionally and explicitly with students relate my subject-matter to my philosophy of life?

Professional Magazines Listed

Five professional magazines have been listed by the Division of Instructional Service as having markedly outstanding material for elementary teachers and principals. These five are:

The Elementary English Review, National Council of Teachers of English, 211 West 68th St., Chicago, Ill., issued monthly September to June. \$2.50.

Childhood Education, Association for Childhood Education, 1201 16th St., N.W., Washington, D. C., issued monthly September to May. \$2.50.

The Elementary School Journal, Department of Education, Chicago University, Chicago, Ill. Issued monthly September to June. \$2.50.

Educational Administration and Supervision, including teacher training, Warwick & York, Inc., Baltimore, Md. Issued monthly September to May. \$4.50.

School Life, U. S. Office of Education, Superintendent of Documents, Government Printing Office, Washington 25, D. C. Issued monthly October to August. \$1.

State courses of study and bulletin list longer bibliographies of books and magazines on general and special subjects.

STATE SCHOOL FACTS

Samuel Stanford Ashley

On May 29, 1865, W. W. Holden was appointed by President Johnson as provisional governor of North Carolina. Governor Holden appointed a commission of three persons to study the question of education and report to the legislature at its next session. It was this legislature of 1865-66 that took the first step towards Negro education when provision for the education of indigent colored orphans was made.

On November 9, 1865, Jonathan Worth was elected governor to succeed Holden. On assuming office, December 28, Worth called the legislature in session on January 18, 1866. This legislature on March 10 abolished the office of Superintendent of Common Schools of the State. The office had been declared vacant by an ordinance of the constitutional convention on October 19, 1865. The levying and collection of taxes for the support of the common schools were made discretionary with the county court, and such little taxes as were collected were applied to the support of subscription schools which were now being taught in the public school houses. Unsuccessful efforts were made to appropriate money from the State treasury for the public schools, and under the congressional plan of Reconstruction Governor Worth was removed from office.

Constitutional Provisions

In compliance with the Reconstruction Act a convention was ordered to meet in Raleigh, January 14, 1868, to form a Constitution for the State. Article IX of the proposed Constitution

The first election under this new Constitution resulted in a complete victory for the candidates on the Republican ticket. Rev. Samuel Stanford Ashley was elected to the office of State Superintendent of Public Instruction. He took the oath of office to this important State post along with all other State officials on July 4, 1868.

Rev. Ashley was from Cape Cod, Mass. He had come into the State as an agent of the American Missionary Association to conduct a Negro school in Wilmington. He had actively participated in Republican politics in New Hanover County, where in recognition of his services in that connection he had been chosen as one of the number to represent the county in the Constitutional Convention, where he was chairman of the committee which drafted Article IX dealing with public education. As a reward for this service he had been nominated and elected to head the State's public school system.

According to Hamilton,* Ashley "was not lacking in ability, but only in character and in a suitable temperament for his position. He was full of prejudices which made him narrow and regardless of the wishes of the people among whom he had elected to live. This was clearly apparent from his course in the convention. He favored mixed schools, and, like all of his kind, was more interested in the welfare of the Negroes than in anything else except himself. If the charge that he was of Negro descent be true, this feeling was not at all unnatural. There is no convincing evidence of his having been as corrupt as some of his colleagues.

normal schools in which to train teachers who would soon be needed in the schools of the State."† He stated that he had called for a report from the various counties but that the data had not been received yet.

Ashley's second report, dated November 1, 1869, is a report on what had been accomplished in organizing the public schools in accordance with the law. In all but two counties, Edgecombe and Onslow, he stated, the number of school children is 330,581.

In his third report, 1870, Ashley presents a few school statistics from the incomplete reports from the county examiners:

Number of schools, 1,398.

Pupils in attendance, 31,093 (estimated 49,000).

Number of teachers, 1,400.

Average monthly pay, \$20.21.

Number of houses, 709; frame, 309; log, 358.

Amount expended for schools, \$42,862.40.

The reports to Ashley indicate the many difficulties encountered in the inauguration of the system of public schools. First, there was a lack of money with which to build and repair schoolhouses. Second, there was a widespread opposition to taxation for schools, or for any other purpose. And third, there was a lack of competent teachers. Then, too, there was still the prejudice against Negro education. These and other obstacles, including the leadership of an unpopular stranger, stood in the way of the re-establishment of the State's system of public schools.

Ashley and the University

The Constitution, as adopted, provided that "the University of North Carolina, with its lands, emoluments, and franchises, is the property of the State, and shall be held to an inseparable connection with the Free Public School system of the State." This provision in effect placed the University under the control of the State Board of Education and the political party in power. The State Board elected the trustees of the University, and the members of the board themselves were ex-officio trustees. The executive committee consisted of the board members and three trustees elected by the trustees. Like the public schools the University was also having financial as well as racial troubles. In an effort to solve the lack of finances the curriculum was changed to the end that tuition fees might be applied to the professors of the various schools, of Latin, Greek, mathematics, etc. Before this scheme could become effective, however, the political upheaval of 1868 occurred and the University like the public schools suffered greatly. At first the University was closed, followed by an attempt to open it under the administration of a new president and faculty.

To a resolution adopted by the trustees looking toward this reopening, Ashley offered an amendment which was adopted providing for "University education to colored pupils, at some place other than Chapel Hill which shall be equal in all respects to that furnished to white pupils at Chapel Hill." He as secretary of the executive committee carried on the correspondence in connection with efforts to secure a new president and faculty, the old president and faculty having resigned in August 1867 and their resignations officially accepted on July 24, 1868, by the trustees under the new regime.

* Hamilton, in his history of the University, states that Ashley was not lacking in ability, but only in character and in a suitable temperament for his position. He was full of prejudices which made him narrow and regardless of the wishes of the people among whom he had elected to live. This was clearly apparent from his course in the convention. He favored mixed schools, and, like all of his kind, was more interested in the welfare of the Negroes than in anything else except himself. If the charge that he was of Negro descent be true, this feeling was not at all unnatural. There is no convincing evidence of his having been as corrupt as some of his colleagues.

30,000 North Carolina G. I.'s Take On-the-Job Training

● Approximately 30,000 North Carolina veterans have enrolled for on-the-job training in approximately 10,000 firms which have been approved for giving on-the-job training under the G. I. Bill by the State Veterans Education Committee, it is learned from J. D. Taylor, Executive Secretary.

Of the 10,000 establishments approved for this training, Mr. Taylor stated that about 50 per cent give training for nonapprenticeship trades, such as managers, supervisors, foremen, bookkeepers, parts men and shipping clerks, whereas the other 50 per cent provide training for the apprenticeable trades: machinists, electricians, carpenters, draftsmen, watchmakers and lens grinders.

"In addition to the on-the-job training provided by the employer, or approved establishment," Mr. Taylor stated, "emphasis is also being placed upon supplemental or related training, which in so far as possible will be provided under the trades and industries program sponsored by the Division of Vocational Education." In the main this related training will be given at evening by the regular employed teachers of trades and industries.

Veterans enrolled for this type of training are paid the prevailing wage rates, not less than 40 cents an hour. In addition to this wage or salary, "a subsistence allowance of \$65 per month, if without dependent or dependents, or \$90 per month if he has a dependent or dependents" is paid by the Veterans Administration, provided the total does not exceed \$175 per month if without dependents or \$200 per month if he has dependents.

Before any agency can qualify to give training under the provisions of the law, it must be approved by the State Veterans Education Committee, and the veteran trainee will not be eligible to receive financial aid from the Veterans Administration unless the agency has been approved. The State Committee is composed of the following: Dr. James E. Hillman, State Department of Public Instruction, chairman; J. Warren Smith, J. Henry Highsmith, C. H. Warren and N. C. Newbold, also from the State Department of Public Instruction; C. L. Beddingfield, State Department of Labor, and J. D. Taylor, executive secretary. Wiley M. Pickens, Administrator for the State Veterans Administration, meets with the committee as consultant.

Supt. Erwin Writes Chapter For 1947 Yearbook

State Supt. Erwin has just completed Chapter XIII of the 1947 *Yearbook* of the American Association of School Administrators. This chapter concerns the organization of the school, the school system and the community. The 1947 *Yearbook* is to come from the press early next year, it is learned.

Education Pays

That schooling increases one's earning power is indicated in a report (P-46 No. 5) just issued by the Bureau of the Census, showing that, among native white males, about one in three college graduates, one in eight high school graduates and one in 19 grammar school graduates earned \$2,500 or more in 1939. Only about one in 66 of those with no schooling earned as much.

Among white males who earned less than \$1,000 in 1939 were about one college graduate in eight, one high school graduate in four, four grammar school graduates in nine, and four out of five of those with no schooling.

Miss Camp Honored

At a meeting of the Southeastern Library Association in Asheville, October 23-26, Miss Eloise Camp, Librarian of Kannapolis School Libraries, was elected chairman of the School and Children's Libraries Section. Miss Camp is a member of the Textbook Commission and served as School Library Adviser in the Department of Public Instruction during the summer of 1946. The Southeastern Library Association is composed of nine Southeastern states.

Art Competition Announced

The second Harry Doehla Art Competition, open to all students of senior public high schools, has been announced. All designs must be sent by the art teacher to the Harry Doehla Art Competition, 12 East 41st St., New York City, arriving not later than December 5, 1946.

Rules and regulations governing the contest have been sent to aid teachers of the public schools, and it is expected that many students will participate by submitting designs. Both State and national prizes will be awarded the winners, the grand national prize being a four-year scholarship to a well-known art school with a total value of from \$1,000 to \$4,000. The State winners will receive \$100, \$50 and \$25 victory bonds.

Last year a Durham High School girl, Eleanor Grisbold, won first prize; a Needham Broughton High School, Raleigh, Camille Turner, won the second prize, and Bonnell Dennie of the Dunbar High School, Mooresville, won third prize.

Teachers in Off-Campus Centers Hold Master's Degrees

Of the 136 persons now teaching in the 12 off-campus centers for white students, 98 hold the master's degree and six the Ph.D. degree, it was announced recently by Dr. James E. Hillman, Chairman of the Advisory Committee having general direction and supervision of the centers. The remaining 32 teachers hold the bachelor's degree, Dr. Hillman stated.

"We are proud of the academic record of each teacher approved thus far," Dr. Hillman stated, "and feel that they are as well qualified, on the whole, as the average teacher of freshmen in the State's regular colleges and universities. No center is being operated in which at least half of the teachers do not have the master's degree or better and no teacher was accepted who did not hold at least the bachelor's degree."

The 12 centers for white students are operated at Albemarle, Burlington, Burnsville, Charlotte, Fayetteville, Gastonia, Goldsboro, Greensboro, Hendersonville, Murphy, Rocky Mount and Wilmington. The enrollment in these centers is approximately 1,000.

In addition to these centers for white students two centers are operated for Negroes, one at Fayetteville and the other at A. and T. College, Greensboro. "Records on the training of teachers and enrollment in these centers are not available at present," Dr. Hillman stated.

Erwin Urges Continuation of School Savings Program

State Supt. Clyde A. Erwin urged county and city superintendents to continue the school savings program as an integral part of the school curriculum in a recent letter. Principals and teachers were encouraged to use the excellent materials which the Treasury Department has prepared to aid them in the teaching of thrift and good money management against a background of local and national affairs.

"The schools of North Carolina played a major part in the rolling up of a total of \$2,000,000,000 worth of U. S. saving bonds sold through the nation's schools since Pearl Harbor," Superintendent Erwin stated. "We, in North Carolina, cannot now afford to lose the lessons learned through this program during the war, for the opportunity now in peace time is just as great."

Dr. J. Henry Highsmith, Director of the Division of Instructional Service, sent a similar letter to principals in which he called attention to the abundant suggestions for carrying on the school savings program. Schools were urged to try the program out in the schools and to write to Mrs. Margaret Blair, State Chairman, Education Section, U. S. Savings Bonds Division, Treasury Department, Wallace, N. C., for further information.

Trades Taught by 115 Teachers

Various trades are taught in 57 State high schools by 115 teachers this school year, it is learned from George W. Coggin, State Supervisor of Trades and Industries, State Department of Public Instruction. There is an enrollment of 2,622 students in these classes, Mr. Coggin stated.

In addition, there are six schools with seven teachers that hold continuation classes for 546 boys and girls who have part-time employment, but who wish to continue their education in some trade.

Sixty-five of the day trade teachers are white and 50 are Negro. They teach a variety of trades, as follows: 22 wood-working, 24 building trades, 13 machine shop, eight trowel trades, four metal trades, four textiles, five carpentry, five bricklaying, five auto mechanics, three printing, three cabinet making, two electricity, two mill maintenance, two yarn manufacturing, and one each radio, general metal shop, painting, painting and decorating, metal trades, cosmetic art, shoemaking, drafting, plumbing, sheet metal, household management, brick masonry, and dress making.

Two New Books Cited

Two new books of interest to school libraries which have recently been published are called to the attention of the schools by Mrs. Mary Peacock Douglas, School Library Adviser of the State Department of Public Instruction.

The South and the Nation, by George H. Slappey, Haywood J. Pearce, Jr., and P. A. Slappey, is a history of the United States with especial emphasis on the contributions of the South in the development of American democracy. The book is designed as a high school text presenting the Southern viewpoint and is, therefore, useful as a reference source in the high school library. Illustrations in the book are for the most part from old engravings and in many instances are poorly reproduced. The paper is only fair. Since the approach is unique, libraries will find the book valuable in presenting Southern aspects of United States history. The book has a 1946 copyright, contains 462 pages and is published by Stratford House, Inc., 52 Vanderbilt Ave., New York City.

A new atlas of interest to both elementary and high schools has recently been published by C. S. Hammond & Company. *Hammond's Standard World Atlas* is a late 1946 publication which includes tables of economic and population statistics as well as current maps. Its publication price is \$10 with a discount to schools. The Hammond Company has a paper-bound *Historical Atlas* for \$1 which may be of interest to history teachers.

Board Requests Funds for 1947-49 Biennium

● The State Board of Education's request for funds with which to operate the public schools for the 1947-49 biennium was presented to the Advisory Budget Commission by Paul Reid, Controller, on October 1. The total amount requested was \$56,524,544 for the school year 1947-48 and \$57,848,243 for 1948-49. These estimates shown by objects and items in the accompanying table, had been prepared earlier by the Board's Finance Committee, headed by A. S. Brower, and approved by the Board. They include recommendations for a 20 per cent increase in salaries for all school personnel, increases in other items to take care of higher prices obtaining, a school attendance program estimated to cost \$200,000 annually, and \$225,000 annually to inaugurate a program of supervision in the schools.

NINE-MONTHS SCHOOL FUND

| PURPOSES AND/OR OBJECT, | EXPENDITURES | | ESTIMATES FOR | |
|--|---------------------|----------------------|-----------------------------|---------------------|
| | Actual 1945-46 | Estimated 1946-47 | BIENNium 1947-48 1947-48 | 1948-49 |
| 61. General Control | | | | |
| 611. Salary, Superintendents | \$ 683,448 | \$ 686,345 | \$ 837,408 | \$ 843,523 |
| War Bonus or Emergency Salary | 4,410 | 4,200 | ..... | ..... |
| Total Superintendents | \$ 687,858 | \$ 690,545 | \$ 837,408 | \$ 843,523 |
| 612. Travel, Superintendents | 48,830 | 51,570 | 57,000 | 57,000 |
| 613. Salaries, Clerical Assistants | 274,743 | 329,978 | 427,886 | 427,886 |
| War Bonuses or Emergency Salary | 24,394 | 26,280 | ..... | ..... |
| Total Clerical Assistants | \$ 299,137 | \$ 356,258 | \$ 427,886 | \$ 427,886 |
| 614. Office Expense | 66,007 | 67,400 | 87,600 | 75,000 |
| 615. County Boards of Education | 9,961 | 10,000 | 10,000 | 10,000 |
| 617. Salaries of Attendance Officers ..... | ..... | ..... | 200,000 | 200,000 |
| Total General Control..... | \$ 1,111,793 | \$ 1,175,773 | \$ 1,619,894 | \$ 1,613,409 |
| 62. Instructional Service | | | | |
| 621-623. Instructional Salaries | \$34,017,151 | \$35,359,853 | \$47,590,650 | \$48,889,586 |
| War Bonus or Emergency Salaries | 2,886,154 | 2,970,000 | ..... | ..... |
| Total Instructional Salaries | \$36,903,305 | \$38,329,853 | \$47,590,650 | \$48,889,586 |
| 624. Instructional Supplies | 217,406 | 280,853 | 346,500 | 350,476 |
| 625. Salaries of Supervisors ..... | ..... | ..... | 225,000 | 225,000 |
| 630. Salaries of Health Educators ..... | ..... | ..... | 50,000 | 50,000 |
| Total Instructional Service | \$37,120,711 | \$38,610,706 | \$48,212,150 | \$49,515,062 |
| 63. Operation of Plant | | | | |
| 631. Wages, Janitors | \$ 1,049,777 | \$ 1,194,380 | \$ 1,662,000 | \$ 1,662,000 |
| War Bonus or Emergency Salaries | 194,351 | 206,000 | ..... | ..... |
| Total Janitors | \$ 1,244,128 | \$ 1,400,380 | \$ 1,662,000 | \$ 1,662,000 |
| 632. Fuel | 482,687 | 1,145,000 | 875,000 | 900,000 |
| 633. Water, Light and Power | 201,596 | 245,375 | 275,000 | 275,000 |
| 634. Janitor's Supplies | 113,529 | 150,000 | 150,000 | 150,000 |
| 635. Telephones | 17,217 | 18,500 | 22,500 | 22,500 |
| Total Operation of Plant..... | \$ 2,065,157 | \$ 2,959,255 | \$ 2,984,500 | \$ 3,009,500 |
| 65. Fixed Charges | | | | |
| 653. Compensation School Employees | \$ 13,131 | \$ 12,500 | \$ 12,500 | \$ 12,500 |
| 654. Reimbursement for Injuries to School Children | 10,102 | 12,500 | 12,500 | 12,500 |
| Total Fixed Charges | \$ 23,133 | 25,000 | 25,000 | 25,000 |
| 66. Auxiliary Agencies | | | | |
| 661. Transportation of Pupils: | | | | |
| 661-1. Wages of Drivers | \$ 578,154 | \$ 607,500 | \$ 936,000 | \$ 936,000 |
| 661-2. Gas, Oil and Grease | 545,961 | 621,880 | 650,000 | 650,000 |
| 661-3. Salary, Mechanics | 603,959 | 623,500 | 810,000 | 810,000 |
| War Bonus or Emergency Salary | 39,091 | 40,000 | ..... | ..... |
| Total Mechanics | \$ 643,050 | \$ 663,500 | \$ 810,000 | \$ 810,000 |
| 661-4. Repairs, Replacements and Ins. | 1,052,375 | 990,000 | 950,000 | 950,000 |
| 661-5. Contract Transportation | 48,860 | 100,000 | 100,000 | 100,000 |
| Sub-total | \$ 2,868,400 | \$ 2,982,880 | \$ 3,446,000 | \$ 3,446,000 |
| 661-6. Major Replacements ..... | ..... | ..... | ..... | ..... |
| 661-7. Principals, Bus Travel | 23,899 | 25,000 | 39,000 | 39,000 |
| Total Transportation | \$ 2,892,299 | \$ 3,007,880 | \$ 3,485,000 | \$ 3,485,000 |
| 662. Libraries | 116,656 | 143,995 | 198,000 | 200,272 |
| Total Auxiliary Agencies | \$ 3,008,955 | \$ 3,151,875 | \$ 3,683,000 | \$ 3,685,272 |
| TOTAL UNIT EXPENDITURES | \$43,329,749 | \$45,922,609 | \$56,524,544 | \$57,848,243 |

Eight-Point Program Recommended By Superintendent Erwin

● State Superintendent Clyde A. Erwin will recommend an eight-point legislative program to the General Assembly of 1947. The first six of these, it will be noted, are identical with the legislative program of the North Carolina Education Association. In addition Superintendent Erwin will recommend that an appropriation of \$225,000 be made for a program of supervision and \$8,184 to provide for the direction of a program of special education on the State level.

The complete recommendations are as follows:

1. A more adequate program of health in the schools under the supervision of the school authorities with provision for physical examinations of all school children and corrective follow-through with financial assistance in cases where needed.

2. Increased salaries of school personnel commensurate with the rising cost of living.

3. An effective system, with adequate financial support, for the enforcement of the compulsory attendance law.

4. Increased retirement benefits.

5. A more liberal allotment of teachers in order that (1) the overcrowded conditions in classrooms may be relieved; (2) programs of physical education and recreation, guidance, art and music may be provided; (3) more adequate care may be given to handicapped children, and (4) other worthwhile additions may be made to the curriculum.

6. State participation on an equalization basis in providing adequate school buildings and equipment.

7. State funds for the employment of supervisors of instruction.

8. An appropriation for setting up an office on the State level to promote a program of education for exceptional children.

Additional points will be added, if deemed advisable, Superintendent Erwin states, and these will be explained in more detail later.

Bulletins on Merchant Marine Cadet Corps Available To Schools

Announcement is made by the U. S. Maritime Commission of the availability of two publications to high school teachers, librarians, vocational guidance counselors and college advisor counselors. These two publications are informative bulletins describing the U. S. Merchant Marine Cadet Corps and its academy at Kings Point and "Carcers for Kings Pointers," an article describing career possibilities for graduates of the U. S. Merchant Marine Cadet Corps.

These publications may be obtained without charge from the Supervisor, U. S. Merchant Marine Cadet Corps, Training Organization, U. S. Maritime Commission, Washington 25, D. C.

Oratorical Contest on Health Conducted

As a part of the Statewide program to focus attention on better health an oratorical contest in the high schools of the State is being sponsored by the North Carolina Good Health Association. It was announced recently by Harry Caldwell, executive secretary, Durham. This contest has the endorsement of State Superintendent of Public Instruction Clyde A. Erwin, who wrote all superintendents concerning the contest and enclosed a copy of the rules and regulations governing the contest.

Scholarships of \$500 each will be awarded to the winning boy and girl, white and Negro, to the college of the winner's choice. All county contests must be held by November 27. Other detail information may be secured from the executive secretary of the Association.

Notices concerning this contest have also been sent to all principals by Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction.

Central American Visits State Department

Dr. Francisco Espinosa, Chief of the Division of Secondary Education, State Department of Education, San Salvador, El Salvador, spent from September 18 to October 11 in the State, visiting and conferring with members of the State Department of Public Instruction. He was especially interested in State school administration and the program of instruction.

Dr. Espinosa visited the schools of Raleigh and the schools of Wake County. According to Dr. J. Henry Highsmith, Director of the Division of Instructional Service, with whom he conferred with on several occasions, he seemed impressed and pleased with his observations. He spent two days at the University of North Carolina, attended a county teachers meeting in Wilson County, and the Supervisors Conference held in Raleigh, October 4 and 5. He visited also the schools of Goldsboro and Wayne County.

"We endeavored to give Dr. Espinosa the information he desired about problems in which he was particularly interested," Dr. Highsmith stated. "He is a well-informed school man and has a really attractive personality. His visit was a real pleasure to us."

Future Homemakers Makes Rapid Growth

Functioning as an integral part of the program of homemaking in the high schools of North Carolina, the Future Homemakers of America is rapidly gaining in strength and forcefulness, according to Mrs. Will Frances Sanders, State Supervisor in charge of Future Homemakers of America work of the State Department of Public Instruction. There are now 250 active chapters in the State and a membership of 10,000 is anticipated this year, Mrs. Sanders reports.

During the summer of 1946, much progress was made by this youth organization which centers its activities around the improvement of home and family life. Among the outstanding activities of the summer were a leadership conference to which 91 schools sent delegates, summer camp for 1,000 F. H. A. members and representatives at the national F. H. A. meeting in Chicago.

The following creed was adopted at the national meeting and has been accepted by the State Association:

Creed

We are the Future Homemakers of America.
We face the future with warm courage,
And high hope.
For we have the clear consciousness
of seeking
Old and precious values.

For we are the builders of homes,
Homes for America's future.
Homes where living will be the expression
of everything
That is good and fair.
Homes where truth and love and security and faith
Will be realities, not dreams.

We are the Future Homemakers of America.
We face the future with warm courage
And high hope.

Staff Change Announced

Announcement was made recently by Dr. J. Henry Highsmith, Director of the Division of Instructional Service of the State Department of Public Instruction, of the appointment of Miss Maude Yancey to succeed Miss Delores Hines as consultant in health education.

"Miss Yancey is to work with Mr. Spencer and other members of the staff of the Division of Instructional Service and the Division of Negro Education in the promotion of an all-round health program in the Negro schools of North Carolina," Dr. Highsmith stated.

"One of her purposes will be to promote the School-Community Health Course which was offered as a senior subject in many of the high schools last year and the year before," he added.

Dr. Studebaker Suggests Camp As Part of Regular School Year

● By eliminating the long summer vacation and dividing the full year into four quarterly school terms, delinquency-breeding idleness could be controlled, and city children could share in the benefits of country living. This is the challenge offered U. S. Commissioner of Education John W. Studebaker, writing in *This Week*. He proposes a year-around school camp, located in the countryside near the city, to be attended by one fourth of the children between the ages of 10 and 16 each quarter, while the other three fourths continue in the city schools as usual. By rotating the groups, each child would get the same amount of orthodox schooling as at present. In addition each would have three months of camp schooling in the country, instead of three months of idleness; three months in which healthy outdoor sports, nature lore and organized, citizenship-building activities would take the place of loafing and roaming the city streets.

At the time the American school system was being developed this was primarily a rural country, and children were needed to help out during the busy season on the farms. Hence, necessity dictated the policy of a three-month vacation during the summer. Today in our cities the need no longer exists.

Now, with almost every city working out plans for expansion of school plants, the time is ripe for a progressive city to buck tradition and try an experiment, asserts Dr. Studebaker. Large sums of money will be spent on buildings, playgrounds and other facilities. Why not spend only three fourths of the money on conventional city school buildings, and with the other one fourth build and equip school camps? Possibly some of the old CCC camps or war training camps could be adapted to the experiment. With one fourth of the children attending the camps, the expensive city school plant could then be scaled down to approximately three fourths capacity. The cost of maintaining a full-year school system would, of course, run somewhat higher than that of the present system. Teachers would have to be paid on the basis of a full year's work, instead of nine months—being granted, of course, a vacation. The increase in cost, however, would be trifling compared to the value received by the community, or compared with the rising cost of juvenile delinquency.

Mississippian Visits the State Department

Miss Catherine Clark, State School Library Consultant, Mississippi Department of Education, was a recent visitor to the State Department of Public Instruction. Miss Clark spent a day with Mrs. Mary P. Douglas, School Library Adviser, observing aspects of the North Carolina program which might prove useful in her own state.

North Carolina Ranks 44th In Per Capita Income

North Carolina, with an average per capita income of \$732 in 1945, ranks 44th in this respect among the 48 states, it is learned from a recent article in the October issue of *State Government*, official publication of the Council of State Governments.

North Carolina's per capita income in 1945 was four per cent better than it was in 1944, the article shows. New York, with an average per capita in 1945 of \$1,595, ranked first in the nation, whereas Mississippi was at the other end of the line of states at 48th place.

While South Dakota led all the states in the percentage of increase in income per capita in 1945 over 1944, percentage increases also characterized all Southern states except Texas and Louisiana, ranging from two per cent increase in South Carolina, Georgia and Virginia to six per cent in Arkansas, Tennessee and West Virginia. In addition to Mississippi, with a per capita income of \$556, Alabama, South Carolina and Arkansas had lower per capita incomes than North Carolina.

Essay Contest Announced

During the 1946-47 school year a \$1,000 cash prize will be won by some high school student in the United States for writing the best essay, not exceeding 1,000 words, on the subject of "The Home—Cradle of Good Citizenship." Principals and teachers are asked to inform their students about this opportunity and urge their participation.

The sum of \$1,000 in cash is the first prize in the 1946-47 National Essay Contest sponsored by the Ladies Auxiliary of the Veterans of Foreign Wars of the United States. Other prizes in this 12th annual competition are \$500, second award; \$250, third; \$100, fourth; ten consolation awards of \$10, and ten more of \$5. The first four winners will also receive gold medals.

The prizes offered in this contest should be especially interesting to high school students wishing to obtain a higher education. The awards will be distributed without restrictions as to how this money is to be expended. The amounts involved will help winning students launch successful college careers.

A folder containing complete information in reference to the rules and regulations of this contest may be obtained from the essay contest chairman of the local units of the Ladies Auxiliary, or by writing to National Headquarters, Ladies Auxiliary, Veterans of Foreign Wars of the U. S., 406 West 34th St., Kansas City 2, Mo.

FACTS ON RURAL SCHOOLS*

The great part rural education plays in American life is suggested by these facts:

Forty-three per cent of our people live in rural areas (57,245,573).

Of those in rural areas 30,216,188 *live on farms*; 26,029,385 *live in towns* under 2,500 population.

More than half (15,041,289) of the children of school age (5-17) live in rural areas (total: 29,745,246).

Of the children enrolled in school 46.4 per cent are in rural schools.

More than half (437,031) of the elementary and secondary school teachers work in rural schools (total: 856,661).

Eighty-six per cent of the nation's school buildings are in rural school systems. *What Kind of Rural Education Does the Nation Have?*

"... many of the best and most of the poorest schools in the nation are found in our rural areas. When, however, rural schools as a class are compared with urban schools as a class it is an inescapable conclusion that millions of rural children are seriously handicapped in the educational opportunities available to them."

Three and one half million children of school age in rural communities are not enrolled in school.

On the basis of the average length of the school term, the average high school graduate in rural schools has had *one school year less of schooling* in his 12 years than the average urban graduate (rural, 167 days annual average; urban, 181 days).

Eighty-four dollars and forty-one cents annually is spent per pupil in average daily attendance in rural schools; \$131.83 in urban schools.

Two hundred dollars is the value of school property per pupil enrolled in rural schools as compared with \$429 per pupil in urban schools.

Of the 100,000 emergency teacher certificates in 1945-46 at least 75,000 are in use in rural schools.

Of the 35,000,000 citizens without library services 32,000,000 live in small villages or in the open country.

*Released by the Divisions of Rural Service and Field Service, NEA, October 4, 1946.

"All Federal Money for Lunchrooms Used"—Erwin

• Contrary to a newspaper article appearing in some of the newspapers of the State within the last few days, North Carolina in its lunchroom program is using every penny of Federal funds available to this State for lunchroom purposes. State Superintendent Clyde A. Erwin recently reported. For the school term 1945-46, the Department of Agriculture allotted to the public schools of this State the sum of \$1,868,640. Since this was not sufficient to meet the demand, a special allotment of \$947,860 was requested from the surplus not used in other states, and this was made available to the lunchrooms of North Carolina. The total of Federal funds expended for the program last year was \$2,807,610.18. The number of lunchrooms approved was 1,015, and a total of 35,637,345 meals were served to the children of the State during the year. The total expenses for the lunchroom program for 1945-46 from all sources was \$6,431,206.35.

This year 1,266 schools have already been listed by the superintendents to operate lunchrooms, and the sum of \$2,276,113.32 has already been approved by the Federal Government as a food subsidy. It is also expected that another supplementary request will have to be made for funds exceeding the amount requested last year. In addition, there is available under the new law the sum of \$471,758.53 for equipment. Applications from a number of schools for this aid have already been approved, and all of this money will undoubtedly be spent to take care of the shortage of equipment which exists in many schools.

It is expected that the total operations in the public schools this year from local and from State funds will exceed \$8,000,000, and that the number of meals served will greatly exceed the number of meals served last year.

Many schools which desire lunchrooms will not be able to establish them this year because of a shortage of space or inability to secure equipment, but the program is growing with amazing rapidity. This program is operated under the direction of the State Board of Education and is receiving splendid co-operation from school authorities, civic organizations, and all other lay groups which work with the schools. The program has received high commendation from the officials of the Agriculture Department and from other people in many sections of the nation.

Jobe Attends Attendance Meeting Oct. 14-17

L. H. Jobe, Director of Publications for the State Department of Public Instruction, attended the conference of the National League to Promote School Attendance at Baltimore on October 14-17. At the Monday afternoon session of the conference Mr. Jobe participated in a panel discussion, "Curriculum Changes to Promote Attendance in Rural Communities."

N. C. Educators Attend Teacher Education Clinic

Six North Carolina educators headed by Dr. James E. Hillman, Director, Division of Professional Service, State Department of Public Instruction, attended the National Clinic on Teacher Education held in Atlanta on November 4-8. Other members of this State's delegation to this clinic were Prof. Guy B. Phillips, of the University; Supt. B. L. Smith, of the Greensboro city schools; President Dennis H. Cooke, of East Carolina Teachers College; Dean J. B. McRae, of the Fayetteville State Teachers College, and Miss Bessie Jones, of Bennett College.

The clinic was sponsored by the Council on Co-operation in Teacher Education. Four delegates from each state were invited, with an additional two delegates from states having a dual system of schools. According to Dr. Hillman, the clinic this year consisted of a visitation and observation of various aspects of the Georgia program in and around Atlanta followed by a two-day evaluation conference. Attendants selected the phase of the program which they preferred from several observation opportunities: Workshops, supervision in action, preparation of county supervisors, preservice training programs, teacher education service, etc.

Dr. Hillman observed the preservice training program at the Georgia State College for Women and participated in a panel concerning the operation, composition and undertakings of the two State Councils and Teacher Education in Georgia. Professor Phillips observed the "supervision in action" program; Superintendent Smith, the Atlanta area teacher education service; Dr. Cooke, the program for preparing county supervisors, and Professor McRae and Miss Jones, the workshop program.

Aviation Operations Institute Held

An aviation operations institute, sponsored by the State Department of Public Instruction and the Civil Aeronautics Administration, was held at Winston-Salem on November 2. This institute was attended by approximately 50 teachers from counties adjacent to Forsyth.

Some of the topics discussed and demonstrations provided were: weather bureau operations, observations and analysis, air traffic control and control tower operations, airline ticket operations and reservations, Link trainer demonstration, engine and aircraft maintenance, and plane rides.

New Publication Sets Standards for School Sound Systems

Basic standards to guide school officials in selecting radio equipment are formulated in a new publication, *School Sound Systems*, which was prepared by the Joint Committee on Standards for School Audio Equipment, serving at the invitation of Dr. John W. Studebaker, U. S. Commissioner of Education, Federal Security Agency. The booklet was issued recently by the Radio Manufacturers' Association.

The publication is the result of months of work by a group of educators who have pioneered in the field of radio in education, and representatives of leading manufacturers of school sound equipment. Nontechnical in its language, it explains what schools may obtain and what specifications should be insisted upon in ordering complete sound systems or limited installations. It also offers a guide to school architects in designing modern school buildings for the maximum use of school audio equipment.

In commenting on the publication which was distributed to school and university administrators, Commissioner Studebaker stated: "Educators and manufacturers have applied their combined resources for the solution of problems of mutual concern . . . this booklet presents the best thinking of both groups on this project. . . I believe *School Sound Systems* will be helpful as a guide to the planning and installation of varied types of classroom equipment."

The committee has announced that it will welcome suggestions from educators relating to problems to form the basis of a continuing study. Such suggestions should be addressed to Dr. Franklin Dunham, Chief, Educational Uses of Radio, U. S. Office of Education, Washington 25, D. C.

Radio Scripts on Germany Are Announced

A new series of radio scripts on the problem of Germany is announced by the Society for the Prevention of World War III. The scripts will trace the development of militarism in Germany under Frederick the Great, Bismarck, Kaiser Wilhelm, the Weimar Republic and finally, Hitler, and will show why Germany has been the cause of two world wars in a generation.

The Society for the Prevention of World War III is a nonprofit educational organization. Its purpose is to acquaint the American public with the dangers to world peace still inherent in the German nation and to recommend steps that will prevent Germany from preparing for another war.

Scripts will be released bimonthly starting in September and may be obtained without charge from the Radio Department, Society for the Prevention of World War III, 515 Madison Ave., New York 22, N. Y.

LAWS, RULINGS and OPINIONS

Contracts Not Binding Until Executed

In reply to inquiry: I acknowledge receipt of your letter in which you state that a teacher applied during the summer for a position in one of your schools in the county and was notified of his election, but some two or three weeks later the teacher resigned. About a week before the date of the opening of school the same person notified the principal that the position he resigned to take had not materialized and if the vacancy still existed in his school, he would be glad to take it. You state that the employment was confirmed by an exchange of telegrams and the teacher reported for duty at the opening of school, but upon the written contract being presented to him for execution, advised the principal that he had been offered another position and was resigning the position as teacher in the school and requested his immediate release. The superintendent told him that he could not release him unless he could obtain a replacement.

You inquired as to whether or not the employment of the teacher is binding to the extent that he may not accept a position with another school.

If this was an ordinary business transaction, I would say that the employment would be binding on both parties, for in such case, even though it is agreed that a contract should be reduced to writing, the failure to do so does not invalidate it if there has been a meeting of minds as to the contract, as writing is only a means of preserving or showing the exact details of the contract. See *Teel v. Templeton*, 149 N. C. 33; *Gooding v. Moore*, 150 N. C. 195.

But in cases involving a school teacher's contract, the statutes have intervened so as to require its reduction to writing and the actual execution before it is binding. In Section 115-112, we read, "... And no superintendent shall approve the selection of any teacher or principal for a given school year who has wilfully broken his or her *written* contract. . . ." And in Section 115-119 we find, "No contract entered into between a school committee or board of trustees and a teacher shall be valid until the contract is approved and signed by the superintendent. . . . No voucher for the salary of a teacher shall be signed by the superintendent unless a copy of the contract has been filed with him." Section 115-120 reads in part, "... when a teacher is properly elected and the contract has been properly signed and deposited as required by law. . . ." Sections 115-142 and 115-354 each refer to written contracts, specifying that all principals and teachers shall enter into written contracts upon a form to be furnished

by the State Superintendent of Public Instruction before becoming eligible for payment from State funds.

From the reading of the above referred to sections, I cannot reach any conclusion other than that a contract of employment between a teacher and a school is not binding, until reduced to writing, executed and approved by the superintendent. And certainly, in view of the language contained in Section 115-112, a teacher cannot be penalized to the extent of being barred from teaching in another school for the year unless the contract was broken after it was reduced to writing and signed.—Attorney General, September 24, 1946.

Attendance Out of County; Providing High School Facilities

In reply to inquiry: I have your letter, in which you state that you have two children eligible for high school; that you live in _____ County approximately six miles from _____ and that the nearest high school in _____ County is at _____, a distance of 30 miles, and that _____ County does not furnish any transportation for students attending this high school. You inquire as to whether or not _____ County should make available to children the opportunity of a high school education in _____ County or pay for the same in an adjoining county.

You further state that your children can attend the high school in _____ County but the Board of Education of _____ County has ruled that each child who attends school there and who is not a resident of the county must pay a fee of \$25, which you state you can ill afford to pay at this time.

Under the School Machinery Law, G. S. 115-352, it is within the discretion of the State Board of Education, wherever it shall appear to be more economical for the efficient operation of the schools, to transfer children living in one administrative unit or district to another administrative unit or district for the full term of such school without the payment of tuition; provided, that sufficient space is available in the buildings of such unit or district to which the said children are transferred.

Under this section, the State Board of Education would have the authority to make the transfer of your children to the schools in _____ County, provided space was available in the buildings of such schools to which the transfer is made, and under the statute this would be without the payment of tuition.

Our school law provided, in G. S. 115-61, that it is the duty of the county board of education, wherever the needs demand it, to locate not more than one

standard high school in each township, or its equivalent. I find no provision in the statute authorizing a county board of education to pay the tuition of a child attending school out of that county.

I suggest that you take this matter up with the State Board of Education and I feel certain that they will make some effort to see that arrangements are made so that your children can attend high school without the payment of tuition, as it is the purpose and object of our laws to provide that all children in this State of school age shall be provided for an education in the elementary and high schools, free of all charge of tuition.—Attorney General, September 19, 1946.

Sites; Condemnation Proceedings; Non-suit May Be Taken By School Board

In reply to inquiry: I acknowledge receipt of your letter enclosing a letter from Superintendent _____, of the _____ County Schools, in which he states that the County Board of Education instituted condemnation proceedings for the purpose of obtaining a school site; that appraisers were appointed, and a value placed upon the property far in excess of that which the Board is prepared to pay for the property; that the school board now desires to take a non-suit in the proceedings, but that the Clerk of Court has requested an opinion from this office as to his authority to grant a non-suit.

This is a matter for decision in court, and we would not want to be put in the position of rendering an opinion which would prejudice either side, or appear to be directing the Court as to whether or not it should allow the non-suit. However, it does seem to me that this question is answered in the cases of *Light Company vs. Manufacturing Company*, 209 N. C., page 560, and *In re Baker*, 187 N. C. 257. In these cases the Court held that petitioners in condemnation proceedings may abandon the proceedings and take a voluntary non-suit, upon payment of costs, even after the commissioners appointed by the Court have made their appraisal and report, and petitioners have filed exceptions thereto, provided petitioners abandon the proceedings before confirmation of the commissioners' report, since the petitioners had not entered into possession of the property and had no right to do so until payment of the appraised value. See also 30 C. J., page 335.—Attorney General, March 29, 1946.

(Continued on page 16)

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin, November, 1941)

Navy Day, October 27, was observed in a good many schools of the State, it is learned.

In compliance with the law enacted by the recent General Assembly committees have been appointed to study thoroughly the school curriculum of the State in order that plans may be made for the introduction of a 12-year program in the public schools during the year 1942-43.

J. E. Cobb, principal of the West Lenoir Elementary School, Lenoir, was recently appointed Associate in the Division of Instructional Service to replace H. Arnold Perry, who is on leave of absence as co-ordinator for the 12-Year Program Study which was provided for by the General Assembly of 1941, and announcement of which is presented elsewhere in this BULLETIN.

Lawrence L. Lohr, member of the State Department staff during 1923-25, has recently resigned his position as State representative of the American Book Company to take a similar position with the World Book Company.

10 Years Ago

(North Carolina Public School Bulletin, November, 1936)

It is the plan of the Centennial Committee for the celebration of 100 years of public education in North Carolina to have a grand cavalcade in connection with the State meeting of the North Carolina Education Association this spring.

Dr. James E. Hillman was elected secretary-treasurer of the North Carolina College Conference at its annual meeting held in Greensboro, November 5 and 6.

Approximately 40 principals, representing many sections of the State, met in Greensboro on October 2 and formed a principals' organization.

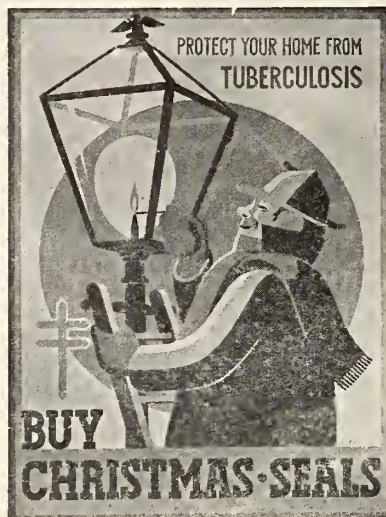
The vocational agriculture display, consisting of 14 booths and put on by 14 teachers of agriculture, attracted much attention at the State Fair, according to Roy H. Thomas, State Supervisor of Vocational Agriculture.

15 Years Ago

(State School Facts, November, 1931)

North Carolina is one of the three states having a minimum term provision written into its fundamental laws, the constitution. Most states make a definite specification relative to length of term, whereas several mention it in connection with the apportionment of school funds.

The average school term in all white schools (in North Carolina) is 159.6 days; in all colored schools 141.0 days. In charter (city) white schools all children except 88 are in operation



LAWS, RULINGS, OPINIONS

(Continued from page 15)

Funds Allocated to One Item Not Transferable to Another Without Consent of Tax-levying Authority.

In reply to inquiry: I acknowledge receipt of your letter enclosing a letter from Superintendent..... of the County Schools, in which he raises numerous questions as to the authority of the County Board of Education to transfer funds from one item in the school budget to another.

It seems that the school budget has been broken down into many items and specific sums have been appropriated for such items. I assume that this was done to prevent the very thing such a transfer of funds from one item to another would accomplish.

Since it is the duty of the County Board of Commissioners to determine the needs under the provisions of the budget, it seems to me that it would be in violation of the provisions in the budget to transfer funds from one item to another unless such transfer was approved by the County Board of Commissioners by proper amendment to the budget.

Of course, it is impossible for me to be specific in answering the several questions raised by Mr. since I do not have before me a copy of the budget and I do not know to what extent the Board of Commissioners has restricted the use of the funds allocated to the County Board of Education.—Attorney General, September 6, 1946.

eight months or more. In rural schools 76.1 per cent of the white enrollment and 18.0 per cent of the colored enrollment are in long-term schools.

FROM THE PRESS

Asheboro. Asheboro's Elks Lodge has voted to donate \$100 to the emergency bonus fund which the three white parent-teacher associations this week (Oct. 6) began for supplementing teachers' salaries in Asheboro.

Cabarrus.—Dr. W. Amos Abrams, of Raleigh, will be speaker at the Cabarrus County meeting of the North Carolina Education Association to be held at Hartsell High School Monday, October 14..

Greensboro. The Parent-Teacher Association of Central School is making a fine contribution to community life in its sponsorship of a course in character education.

Newton. "Teacher Appreciation Night" was observed at the weekly meeting of the Newton Kiwanis Club Thursday night, when faculties of the Newton-Conover High School, Newton and Conover elementary schools, principals, the superintendent, and members of the school board were special guests.

Franklin. On October 6th Franklin County teachers came together in Mills School for the purpose of entering into a three-weeks course of study and planning for personal and professional growth through the medium of professional workshops.

Lincolnton. The parent-teacher association meeting Tuesday in the high school voted to sponsor a campaign looking to calling a special election for levying taxes for supplementing teacher salaries and for general school purposes.

Salisbury. An experiment in nutrition to show the effects of Vitamin C deficiency is being conducted in the city and county schools, it was announced today (Oct. 11) by Mabel Todd, nutritionist of the State Board of Health, and Grace Daniel, health educator, of the Rowan County Health Department.

Alamance. Miss Birdie H. Holloway, of Woman's College, will direct a classroom teacher's workshop in music education for the Alamance County teachers through the months of October and November.

Red Springs. Sick leave amounting to five days a year will be granted teachers in the Red Springs schools as the result of action taken by the school board on Thursday night.

Asheville. A check for \$75 was presented to Queen Carson Elementary School recently by the fraternal order of Eagles for the purpose of defraying the expense of lunches for underprivileged children.

Lenoir. Lenoir members of the North Carolina Education Association and the Classroom Teachers Association have voted unanimously to seek a 40 per cent increase in salaries for teachers.

2370.5

Carroll
JAN 13 1947

NORTH CAROLINA PUBLIC SCHOOL

BULLETIN

JOURNAL OF THE ELISHA MITCHELL
CHAPELL HILL WEEKLY
CHAPPELL HILL, N. C.

DECEMBER, 1946

RALEIGH, NORTH CAROLINA

VOL. XI, No. 4

Governor Cherry Says Good Health Should Start With School Children

"A Good Health program should start with the school children," stated Governor R. Gregg Cherry recently over a Statewide radio hook-up launching a program of Better Health in North Carolina by the Good Health Association.

"Every child in North Carolina should be examined for defects of ears, eyes, teeth, and tonsils before he enters the public schools," the Governor said. "A sound body and a trained mind rightfully belong to every school child in our State."

Governor Cherry said that he believed "a medical care program which provides for greater child opportunity is within the financial reach of our people." It is his opinion that when the people need and want better opportunities for themselves and their children they will provide for them. He cited as examples the States' experience in securing better school opportunities for all the children and better roads. "I am sure," he said, "our people will be willing to finance a Better Health program when they are convinced of the need for it."

School Libraries in North Carolina Continue Growth

● Statistics compiled from reports from 2,365 schools, 1,392 elementary and 973 high, for the year 1945-46 show that the libraries in these schools have expanded in every way over what similar figures indicated the previous year. These reports represent an enrollment of 709,692 which is approximately seven eighths of the total enrollment of the State.

There are now more than 3½ million books, these reports show, in public school libraries. The circulation of these books is nearly 10 million. Approximately one half million was spent for libraries during the year, for books and magazines alone \$433,501.56.

The accompanying table shows these library statistics for 1945-46 with similar figures for 1944-45 for comparison.

LIBRARY STATISTICS

| | 1944-45 | 1945-46 |
|---|--------------|--------------|
| Schools reporting..... | 2,355 | 2,365 |
| Pupils enrolled..... | 688,416 | 709,692 |
| Books last report..... | 2,849,646 | 3,067,625 |
| Books lost and discarded..... | 108,452 | 124,542 |
| Books added..... | 324,709 | 329,807 |
| Books in libraries..... | 3,065,903 | 3,272,890 |
| Books per pupil..... | 4.45 | 4.61 |
| Magazines in libraries..... | 27,233 | 29,466 |
| Book circulation..... | 9,838,935 | 9,996,218 |
| Average circulation per pupil..... | 14.29 | 14.08 |
| Expenditures..... | \$443,199.66 | \$490,523.67 |
| Expenditures per pupil..... | .64 | .69 |
| Expenditures for books and magazines..... | 392,339.36 | 433,501.56 |
| Expenditures per pupil for books and magazines..... | .57 | .61 |
| Expenditures for supplies..... | 50,860.30 | 57,022.11 |
| Schools with full-time librarians..... | 121 | 122 |
| Schools with part-time librarians..... | 614 | 588 |
| Schools with teacher-librarians..... | 862 | 963 |

Vocational Agriculture Teachers Urged to Start School Forests

Each of the 454 teachers of vocational agriculture has been urged by Roy H. Thomas, State Supervisor of Vocational Agriculture, to select and start a forestry demonstration plot at his school. The purpose of the school forest, according to Mr. Thomas, is to teach proper woodland management.

A law enacted by the General Assembly of 1945 makes it possible for county boards of education to acquire tracts of land for school forests, a bulletin entitled, "Practical Forest Management in Vocational Agriculture Schools" which contains an outline for teaching forest management and the law on procuring school forests has been sent to each teacher of agriculture by W. K. Beichler, State Forester.

There are a number of successful school forests in operation in the State at the present time, Mr. Thomas stated further.

Publications of Department In Demand

Bulletins of the State Department of Public Instruction are in demand by teachers of many other states, it is stated by L. H. Jobe, Director of Publications. "We get several orders daily from these teachers for a copy of one of our publications," Mr. Jobe stated.

The publications more often requested are the following:

Physical and Health Education for Elementary and Secondary Schools, 1940.

Science for the Elementary Schools, 1941.

A Suggested Twelve Year Program, 1942.

North Carolina School Library Handbook, 1942.

Art in the Public Schools, 1942.

Music in the Public Schools of North Carolina, 1942.

Language Arts in the Public Schools, 1945.

"To take care of the printing and mailing costs, we make a small charge for these publications."

Material for Ninth Grade Health Listed

A suggested bibliography of free and inexpensive materials for the use of the ninth grade teacher has been prepared by the Division of Instructional Service, State Department of Public Instruction, and is available upon request.

INTERESTING ARTICLES IN THIS ISSUE

| | |
|--|----|
| Letter | 2 |
| Editorial Comment..... | 3 |
| 44,000 Students Are Enrolled in States' Colleges..... | 6 |
| 2,000 North Carolinians Were Rehabilitated in 1945-46..... | 10 |
| Expenditures for Schools in the U. S., 1939-40..... | 14 |
| Laws, Rulings and Opinions..... | 15 |

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L. H. JOBE, *Director, Division of Publications, Editor*DECEMBER
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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CLYDE A. ERWIN
STATE SUPERINTENDENT

RALEIGH

December 20, 1946

To Superintendents, Principals, Teachers and Others:

A movement is underway to provide better health facilities for North Carolina Citizens. Organizations have been formed and recommendations will be made to the General Assembly of 1947 for improving existing health conditions throughout the State. It is stated that Good Health is North Carolina's No. 1 Need.

The immediate concern of the Health Program, I understand, is to provide more hospital facilities for our people, this in turn to result in more doctors and more nurses for those who need such services. Furthermore, it is my understanding that measures will be taken to provide medical aid and attention for the school children. It has been found that physical defects among this group of our population go uncorrected for long periods of time.

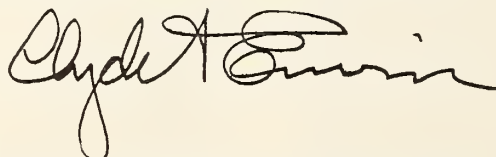
A medical care and hospital program, such as that envisaged by the Medical Care Commission and the Good Health Association, will take a number of years before it becomes fully effective. It is a long-term program. The plan concerning the erection of the hospitals needed alone calls for five years.

In the long term view, therefore, this program will mean much to the health of North Carolina's citizens. It will mean that the school children, if they take advantage of the assistance to be provided, will be able to do better school work. They will grow up to be more healthful men and women, thus resulting in a generation of stronger people both physically and mentally.

I think all school people should endorse and support the proposed health program, not only because it will improve the schools, but also because it will make North Carolina a greater State.

Very truly yours,

State Superintendent Public Instruction.



State Superintendent of Public Instruction.

EDITORIAL COMMENT

OUR STATE SUPERINTENDENTS

We have started a series of articles in the State School Facts section of this paper concerning the several men who have held the office of State Superintendent of Public Instruction. Articles regarding Wiley and Ashley have already appeared. This particular edition presents a brief statement concerning Alexander McIver, the second person to hold this office in accordance with provisions of the Constitution. We hope to be able to continue this series of articles until something is said about each of our State Superintendents and their administrations.

We realize that in giving approximately the same amount of space to each of these men is unfair. Their administrations vary in length and the progress made in public education occurring during each administration also varies. We shall simply stretch or go into more detail in the case of a short administration and compress or abbreviate what should be told of those superintendents who held office for longer terms. We know this is not a satisfactory way of treating this matter, but nevertheless we have decided to do it that way. We hope you will enjoy reading each article.

LOCAL COMMITTEES

In this day of the centralization of practically all authority for operating the schools in the offices of State, county and city boards, the local committeeman is almost lost sight of. But he is back there just the same, a very important part of the school set-up. Not only does he have a part in the selection of teachers in accordance with specific direction of the law; he is the leader of the school community and he is recognized for this leadership in all local school matters.

Oftentimes this person serves his community for a long period of time. It recently came to our attention that a committeeman, Mr. G. W. Prescott, of Ayden, had just resigned from the school committee of his community after having served for 40 years. This record is commendable, just as all similar records for shorter periods of time are commendable.

The school committeeman receives no pecuniary reward for his services to the public. His efforts are directed unselfishly toward the improvement of public education. Credit should be accorded him, therefore, for much of the educational progress that has taken place in North Carolina. We, therefore, salute Mr. Prescott and all of his co-workers throughout the State and commend them all for the service which they have rendered to the boys and girls of this State.

GOOD HEALTH—BETTER SCHOOLS

The program of the Medical Care Commission and the Good Health Association to provide for the construction of hospitals throughout the State should in the long-run tend to improve the public schools of the State.

The provision for hospital service including more doctors and nurses and supplemented by the employment of health educators and teachers trained to give the best instruction in health should result in better health practices among school children and thus improve not only school attendance but the work accomplished by all the children enrolled in school. Like any program so vast as the "Good Health Program," it will be several years before the results can be measured in terms of better schools. The program itself involves a five-year plan, so a gradual correlation of this program with children as they finish the high school will take even a longer period.

Because this "No. 1 Need" affects the schools so closely, we support it.

Because it affects the parents of future school children, we support it.

And because it affects the lives of boys and girls, we support it wholeheartedly.

MORE MOTHERS ON SCHOOL BOARDS

Now that the amendment to the Constitution extending the legal rights of women has passed, it is apropos to suggest that there should be more women, especially mothers, on the various local, city and county boards of education. There never was any legal obstacle standing in the way of women serving on such boards. The law says "persons," "candidates," etc. Why so few women have been elected to these important boards is unexplainable. Certainly the mothers of the State who have the burden of rearing children prior to school age and who know children equally as well if not better than the fathers, should be represented on boards of education. Perhaps in the early days mothers didn't have time to give to this important work. Today, however, with the many modern conveniences, mothers have more time at their disposal. They are just as well educated as the men.

We believe, therefore, that more of them should be urged to serve on our boards of education and local school committees. We believe that the schools will be better, and the community as a whole will be benefited.

Durham Teachers Have Code of Ethics

● A code of ethics was adopted by the Durham City Teachers' Education Association in 1940, it is learned from the 1946-47 Directory of School Personnel of the Durham City Schools.

The "Preamble" of this Code reads: In order to realize more fully the aims of education, to promote the general welfare of the teaching body, and that of teaching as an honorable profession, the Durham Teacher's Educational Association presents this statement of ethical procedures for the members of the Durham City School System.

The Code proper is divided into three parts, as follows:

The Relation to the Child and Community. The teacher should recognize as his first responsibility the welfare of the child, and assume his obligation:

1. To deal justly and sympathetically with each individual at all times.

2. To hold inviolate any confidential information given as a key to the understanding of a situation.

3. To establish friendly relationships with parents, and to maintain these by exercising patience, tact, frankness, and sincere courtesy in personal contacts.

4. To identify himself with civic and social interests in order that he may know how best to serve the youth of the community.

5. To remain loyal to the community in which, by reason of his position, he is a responsible citizen.

6. To live, in school and out, the wholesome life that pupils, who learn more by example than by precept, can emulate.

The Relation to Fellow Teachers. The teacher should recognize his responsibility to his associates and to the success of the system of which he is a part:

1. By assisting in developing and carrying out the policies of the school with the intelligent co-operation and unselfish service characteristic of the master workman.

2. By observing the professional courtesy of transacting business with the properly designated person.

3. By accepting responsibility for what he says and does.

4. By giving credit to his associates in every capacity for their achievements; and for any assistance received from them.

5. By holding sacred any information obtained in confidence.

6. By refraining from idle criticism of his fellow workers.

7. By welcoming definite, constructive criticism, directly and privately given.

The Relation to the Profession. The teacher should realize his contribution to the growth of the profession—its dignity, achievements, and ideals of service—and to that end:

1. Work with his associates on a basis of mutual respect and confidence.

2. Neither seek nor grant promotion or appointment save on the basis of merit.

3. Adhere to an agreement once made unless dissolved by mutual consent.

4. Maintain such standards in social and professional relations as to bring no reproach upon himself or his calling.

5. Regard teaching as one of the fine arts; and manifest the pride, interest and pleasure of the creative artist in his work.

6. Keep the vision, alertness, open mind, and research attitude of the progressive student of education.

7. Affiliate with the local, state, and national professional organizations to broaden his conception of the task of a builder of society.

8. Work unitedly for compensation which is adequate; to maintain the dignity of the position, to provide for professional improvement, to recognize merit, and to secure economic independence.

9. Strive to raise the standards of those entering the profession, and encourage professional growth among those already in service.

Currituck Saves Money On \$2 Book Fee

Currituck County high schools with a \$2 per student book fee saves money with which other aids to instruction are bought, it is learned from Frank B. Aycock, Jr., superintendent.

Superintendent Aycock states that with the \$2 fee he is able to furnish all basal high school textbooks including those for teachers of home economics and agriculture.

This \$2 fee is lower than the \$2.40 fee charged high school students in units that belong to the State Rental System. It is the lowest fee found in any unit not following the State plan. Rental fees for high school books in units having independent plans range from the \$2 fee in Currituck to \$5 per student in Kinston and Raleigh. Forsyth County has a \$2.60 fee, Burlington and Lenior each make a \$3 rental charge for high school books, whereas in Durham (county and city), Greensboro, High Point, Statesville, Chapel Hill, and Reidsville high school pupils pay \$4 annually for their high school books and instructional supplies.

Retired Teachers Receive Average of \$27 Monthly, Yelton Says

The 1,500 public school teachers who have retired since 1941 when the Retirement Act was passed receive an average monthly salary of \$27, it was stated recently by Nathan H. Yelton, Executive Secretary of the State Retirement System.

Mr. Yelton pointed out that the retirement fund now amounts to \$23,000,000 with a total membership of 64,000 State employees in the system. The small retirement allowance provided school teachers, Mr. Yelton stated, is due to the small salaries which they received. Under the law the State matches the four per cent deducted from the employee's salary. Employees may voluntarily retire at the age 60. Retirement is mandatory at 65, unless the authorities request an extension of the contract, and after 70 the Retirement Board may approve one-year contracts only.

A suggested improvement of the retirement law, which will be presented to the General Assembly of 1947, is that of a deduction and State matching of five per cent instead of the present four per cent. Another suggested change will be that of matching deductions made after age 60 by the State. Such changes, if made, together with the general salary increase proposed for salaries, will tend to increase the retirement allowance.

New Publications Being Printed

Seven new publications of the State Superintendent of Public Instruction are now at the printers, according to L. H. Jobe, Director of Publications. These publications are as follows:

Biennial Report, Part II, Statistics for 1942-43.

Handbook for Elementary and Secondary Schools.

Planning and Equipping the School Library.

Studying the State of North Carolina.

Educational Directory, 1946-47.

Fire Drills and Fire Prevention Education.

Education for the Air Age.

The printing of these publications is being pushed as rapidly as possible, Mr. Jobe states, but due to paper shortages and the fact that so much more printed material is needed now than heretofore, it takes much longer to get printing done. No one of the above publications is expected before early next year and some of them will not be available till March or April. When these publications have been delivered, copies will be furnished to superintendents and to others upon request.

North Carolina Has Young Population

The population of North Carolina is young, as measured by the 1940 census, with almost one of each two persons under 21 years of age. On a racial basis the Negro population is slightly younger (49.7 per cent under 21) than the white (44.6 per cent under 21).

The total population in 1940 according to age groups was as follows:

| | |
|---------------------------|-----------|
| Under 5 years of age..... | 375,998 |
| 5-9 years..... | 383,841 |
| 10-14 years..... | 401,380 |
| 15-19 years..... | 404,850 |
| 20 years..... | 76,503 |
| Total..... | 1,642,572 |
| 21 years and over..... | 1,929,051 |
| Total..... | 3,571,623 |

Government Offers Surplus Books To Secondary Schools

Vocational and technical schools and high schools will be added to the colleges now on the mailing lists for surplus books being held by the Library of Congress.

Within a few months another two and half million books will be catalogued and declared surplus by the Library. The United States Armed Forces Institute is also expected to declare a large quantity of books for distribution through schools to veteran students.

Schools throughout the nation are urged to give every consideration possible to use the surplus books.—U. S. Education News.

First Meeting of Health Committee Held

The first meeting of the North Carolina Health Committee which is co-operating in the Study of Health in the Schools carried on by the Southern States Work Conference was held October 26 at Chapel Hill. Representatives of the 57 schools participating in the study were also present.

At this first meeting greetings were extended by Miss Ethel Perkins, Executive Secretary of the North Carolina Education Association; and addresses were given by Dr. Clyde A. Erwin, State Superintendent of Public Instruction; Dr. Roy W. Morrison, Professor of Education of the University of North Carolina; and Miss Hannah Turnage, Health Educator for Raleigh and Wake County.

Discussions were led by Charles E. Spencer, Dr. E. H. Ellinwood, Co-chairman of the Health Committee and Mrs. Annie Laurie McDonald, Chairman of the Regional Committee on Health and Health Education.

The Study on Health is being sponsored by the North Carolina Education Association and the State Department of Public Instruction.

Surplus Property Policies Undergo Changes

• During the past two months, the surplus property programs and policies of War Assets Administration, the U. S. Office of Education, the Army, including the Signal Corps, the Air Forces, and the Navy have undergone changes of interest to every school administrator in North Carolina, especially those working at secondary and college levels, according to W. Z. Betts, Executive Director of the North Carolina Educational Agency. Some of these changes are outlined below for the benefit of North Carolina educational claimants.

The responsibility in determining eligibility for discounts has been transferred to the War Assets Administration, Charlotte, with S. M. Stroud as Chief of the Public Interest Division. Information as to availability of surplus property for sale as well as procedures in placing purchase orders may also be secured from Mr. Stroud's office. In short, all functions previously performed by the Field Representative of the U. S. Office of Education for the War Assets Administration will be performed by the Public Interest Division.

Allison Honeycutt, Field Representative of the U. S. Office of Education, has been assigned to the Charleston Naval Ship Yard to locate, screen, and allocate mechanical equipment, machines, and tools suitable for implementing instruction in schools and laboratories located in North Carolina, South Carolina, Georgia, Tennessee, Mississippi, Alabama, and Florida. Mr. Honeycutt's headquarters are located in the Highway Building, Room 206, care of Division of Purchase and Contract. At least half of his time will be spent in the Raleigh office and throughout the State assisting educational claimants in connection with real property applications and otherwise in co-operating with the State Educational Agency in locating and approving applications for donable Army, Air Force, and Signal Corps property as well as Navy equipment for educational purposes.

J. Warren Smith, State Director of Vocational Education, will act as Deputy Director responsible for approving Army and Navy surplus property donations to schools, and Murray D. Thornburg has been appointed Mr. Honeycutt's official Office of Education assistant in locating, securing, and listing donable property in all Army, Naval, and Air Force installations in North Carolina.

A constant flow of donable property is being channeled into the schools and colleges of North Carolina while usually limited to the three categories named above, some equipment is being located for use in home economics departments, school canneries, and for science laboratories. For the present, business machines are on the set-aside list for sale to veterans and are not now available as donations. Over \$3,000,000 in donable equipment is now being used in North Carolina schools and colleges.

English Teachers Have Program for 1946-47

The English Teachers of North Carolina set forth their 1946-47 program in the September number of the *North Carolina English Teacher* in four parts: Testing, personal efficiency, replacement and spelling.

Although these are the "Big Four" for the year, it is stated, "efforts will not be relaxed in the fields of speech, written composition, reading, creative writing, and creative study of literature."

Extension Class Visits Department

An extension class of 12 Catawba County teachers of Lenoir Rhyne College visited the State Department of Public Instruction and other State offices on Saturday, October 19. These teachers were accompanied by Mrs. Annie Laurie McDonald, vocational adviser to the county school system, and Edward Offner of the Catawba County Health Department.

Four-Point Health Program

A four-point health program recommended by a subcommittee of the North Carolina Education Association's Legislative Committee was recently approved by the committee as a part of the Association's legislative program before the General Assembly of 1947.

The recommendations adopted are as follows:

1. That we support the request for the \$50,000 each year of the biennium which has been included in the budget of the State Board of Education.

2. That we support the request for a similar amount in the budget of the State Board of Health.

3. That we advocate legislation designed to set minimum standards for school sanitation. Such standards to be set jointly by the State Board of Education and the State Board of Health. Provision should be made whereby County Commissioners would have to provide sufficient funds to meet these standards.

4. That we have legislation for minimum requirements for health training for all teachers.

Textbook Commission Evaluates Books on Scientific Basis

In evaluating the textbooks submitted by the publishers for consideration for adoption the Textbook Commission makes a scientific analysis of each book in accordance with certain specific criteria pertaining to both content and format. Each member of the Commission rates each book "excellent," "very good," "good," "fair," "poor," or "out" on the various criteria upon which the particular subject is evaluated. For example, in the current examination of health texts evaluations were made based upon the following criteria, each of which having an assigned a point value totalling 100 points.

I. Content

1. The subject matter is scientifically accurate and organized so as to encourage the formation of desirable health attitudes and habits as well as understandings.

2. The content of the books and the style of writing are interesting to children.

3. Sufficient emphasis is given at each grade level to the vital health factors—personal health, mental and emotional health, social hygiene, public health, professional services, safety.

4. The books contain adequate problems, projects and activities suitable to the individual interests, needs and abilities of the children.

5. Pictures, tables, graphs and charts of real educational value in the teaching of health are provided.

II. Format

1. The covers are attractive and practical.

2. Table of content, index and glossary are organized, accurate and in form conducive to effective usage.

Washington County Handbook Includes Variety of Information

The Washington County Board of Education has issued a Handbook which includes a variety of information for the use of the teachers and principals of that administrative unit. Some of this information are the following: School calendar, directory of teachers, grade enrollment for September, salary schedule for teachers, compulsory attendance law, entrance age of children, policies of the school board, four objectives of education, etc.

According to the Foreword by Superintendent W. F. Veasey, "the purpose of this bulletin is to serve as a partial guide to principals and teachers to organize and pursue general policies, procedures, and techniques designed for the Washington County Public Schools."

44,000 Students Are Enrolled In State's Colleges

● Enrollment this year in the State's colleges and universities totals 44,103, it is revealed in a recent study made by Dr. James E. Hillman, Secretary of the North Carolina College Conference. Of this number 36,057 are white, 7,924 Negro and 122 Indian. A majority of the number, 37,611, are senior college enrollments; 5,489 are in junior college, and 1,003 are freshman in off-campus college centers.

The study also shows that 80 per cent of the total enrollment are North Carolinians, the remaining 20 per cent being out-of-state students.

Of the 43,100 students enrolled in on-campus institutions 63.1 per cent are men. Among the white students 67.5 per cent are men, whereas among Negro students only 43.7 per cent are men. Men represent 56.7 per cent among Indians in college.

College enrollment this year, according to Dr. Hillman, is about 60 per cent greater than it was last year when there were approximately 27,500 students enrolled in North Carolina

colleges and universities. Most of this increase, more than 18,000 of the present college enrollment, he stated, are former veterans who are taking advantage of the educational opportunities provided under the G.I. Bill of Rights.

"Based on estimated increases expected in college enrollments throughout the nation North Carolina will have approximately 55,000 college students in 1949-50," Dr. Hillman said.

The accompanying table shows the enrollment in the various institutions.

ENROLLMENT IN NORTH CAROLINA COLLEGES

(As of October, 1946)

| <i>Institution</i> | <i>Men</i> | <i>Women</i> | <i>Total</i> |
|----------------------------------|---------------|--------------|---------------|
| A. SENIOR COLLEGES—White: | | | |
| University, Chapel Hill..... | 5,702 | 1,100 | 6,802 |
| State College..... | 4,831 | 72 | 4,903 |
| Woman's College..... | | 2,108 | 2,108 |
| Appalachian..... | 487 | 412 | 899 |
| East Carolina..... | 530 | 683 | 1,213 |
| Western Carolina..... | 339 | 157 | 496 |
| TOTAL PUBLIC..... | 11,889 | 4,532 | 16,421 |
| Atlantic Christian..... | 262 | 132 | 394 |
| Black Mountain..... | 50 | 41 | 91 |
| Catawba..... | 468 | 208 | 676 |
| Davidson..... | 905 | 5 | 910 |
| Duke..... | 3,390 | 1,404 | 4,794 |
| Elon..... | 451 | 167 | 618 |
| Flora McDonald..... | | 278 | 278 |
| Greensboro..... | 4 | 396 | 400 |
| Guilford..... | 403 | 158 | 561 |
| High Point..... | 542 | 233 | 775 |
| Lenoir Rhyne..... | 404 | 255 | 760 |
| Meredith..... | 4 | 531 | 535 |
| Montreat..... | | 204 | 204 |
| Queens..... | 7 | 419 | 426 |
| Salem..... | 51 | 329 | 380 |
| Wake Forest..... | 1,332 | 208 | 1,540 |
| TOTAL PRIVATE..... | 8,374 | 4,968 | 13,342 |
| TOTAL SENIOR WHITE..... | 20,263 | 9,500 | 29,763 |
| SENIOR COLLEGES—Negro: | | | |
| Agricultural and Technical..... | 1,609 | 561 | 2,170 |
| North Carolina, Durham..... | 452 | 476 | 928 |
| Elizabeth City..... | 61 | 417 | 478 |
| Fayetteville..... | 115 | 485 | 600 |
| Winston-Salem..... | 139 | 417 | 556 |
| TOTAL PUBLIC..... | 2,376 | 2,356 | 4,732 |
| Barber-Scotia..... | | 152 | 152 |
| Bennett..... | | 469 | 469 |

| <i>Institution</i> | <i>Men</i> | <i>Women</i> | <i>Total</i> |
|---|---------------|---------------|---------------|
| Johnston C. Smith..... | 448 | 403 | 851 |
| Livingston..... | 148 | 227 | 375 |
| Shaw..... | 277 | 499 | 776 |
| St. Augustine's..... | 127 | 244 | 371 |
| TOTAL PRIVATE | 1,000 | 1,994 | 2,994 |
| TOTAL SENIOR NEGRO | 3,376 | 4,350 | 7,726 |
| SENIOR COLLEGES—Indian: | | | |
| Pembroke..... | 69 | 53 | 122 |
| TOTAL SENIOR COLLEGES | 23,708 | 13,903 | 37,611 |
| B. JUNIOR COLLEGES—White:* | | | |
| Asheville-Biltmore..... | 215 | 28 | 243 |
| Belmont Abbey..... | 302 | — | 302 |
| Brevard..... | 267 | 158 | 425 |
| Campbell..... | 288 | 95 | 383 |
| Edwards Military Institute..... | 41 | — | 41 |
| Gardner-Webb..... | 282 | 113 | 395 |
| Lees-McRae..... | 103 | 90 | 193 |
| Louisburg..... | 267 | 98 | 365 |
| Mars Hill..... | 481 | 421 | 902 |
| Mitchell..... | 59 | 68 | 127 |
| Oak Ridge..... | 235 | — | 235 |
| Peace..... | — | 303 | 303 |
| Pheiffer..... | 158 | 132 | 290 |
| Pineland..... | — | 16 | 16 |
| Presbyterian..... | 492 | 10 | 502 |
| Sacred Heart..... | — | 52 | 52 |
| St. Genevieve of the Pines..... | — | 40 | 40 |
| St. Mary's..... | — | 170 | 170 |
| Warren Wilson Vocational..... | 19 | 28 | 47 |
| Wingate..... | 219 | 95 | 314 |
| TOTAL JUNIOR WHITE | 3,428 | 1,917 | 5,345 |
| JUNIOR COLLEGES—Negro:. | | | |
| Immanuel Lutheran..... | 65 | 79 | 144 |
| TOTAL JUNIOR COLLEGES | 3,493 | 1,996 | 5,489 |
| TOTAL SENIOR AND JUNIOR COLLEGES | 27,201 | 15,899 | 43,100 |
| C. OFF-CAMPUS CENTERS—White:† | | | |
| Albemarle..... | — | — | 35 |
| Burlington..... | — | — | 43 |
| Burnsville..... | — | — | 32 |
| Charlotte..... | — | — | 272 |
| Fayetteville..... | — | — | 61 |
| Gastonia..... | — | — | 76 |
| Goldsboro..... | — | — | 39 |
| Greensboro..... | — | — | 48 |
| Hendersonville..... | — | — | 45 |
| Murphy..... | — | — | 32 |
| Rocky Mount..... | — | — | 74 |
| Wilmington..... | — | — | 192 |
| TOTAL WHITE | — | — | 949 |
| OFF-CAMPUS CENTER—Negro:† | | | |
| Asheville..... | — | — | 32 |
| Wilmington..... | — | — | 22 |
| TOTAL NEGRO | — | — | 54 |
| TOTAL OFF-CAMPUS | — | — | 1,003 |
| D. SUMMARY: | | | |
| White students..... | 23,691 | 11,417 | 35,108 |
| Negro students..... | 3,441 | 4,429 | 7,870 |
| Indian students..... | 69 | 53 | 122 |
| TOTAL IN INSTITUTIONS | 27,201 | 15,899 | 43,100 |
| OFF-CAMPUS CENTERS | — | — | 1,003 |
| GRAND TOTAL | 27,201 | 15,899 | 44,103 |

*A few high school students are included in one or two institutions. †Mostly men.

414 Vocational Home Economics Teachers Employed

There are 414 teachers of vocational home economics employed in the State, a count of a recent list of such teachers by name shows. Of these teachers 350 are in schools for white students and 64 in schools for Negroes.

The list shows further that these teachers are working in 391 schools, 343 white and 48 Negro. Most of the schools, as these figures indicate, have one teacher each—seven white and six Negro schools have two teachers of vocational home economics.

These 343 schools for white students are located in 82 counties ranging from one school to a county in small counties like Currituck, Gates, Graham, Hoke, Hyde and Polk to 12 in Buncombe and Wake. In the following 18 counties there are no teachers of vocational home economics for white children: Ashe, Alleghany, Avery, Camden, Catawba, Chatham, Clay, Dare, Greene, Johnston, Jones, Lincoln, Macon, Madison, Mitchell, Pamlico, Stokes and Yancey. The 48 schools employing teachers of vocational home economics for Negroes are located in 39 counties, the remaining 61 counties having no teachers of this kind.

Standard Brands Offers Study Units to Home Economics Teachers

Standard Brands Incorporated is offering free to home economists its series of Tested Techniques study units. Included in this series are two units distributed last year, *The White Sauce and Vegetable Cookery*, and a new unit, *Oven Main Dishes*.

The Tested Techniques study units are teaching aids designed to present basic cookery methods which are a part of the typical home economics curriculum and are essential techniques for the young homemaker to master. Each unit consists of: (1) A wall chart which gives the highlights of a basic technique in pictures and simple, easily-read captions; (2) Miniatures of the wall chart punched for notebook insertion, provided in quantity so that each student may receive a copy; and (3) A Lesson Plan for the Teacher, an instruction guide which outlines the major points to be stressed in teaching each of the techniques.

These units are available to high school home economics teachers, home demonstration agents, foods and nutrition teachers of adult groups. Sample sets or quantity orders may be obtained by writing to Standard Brands Incorporated, 595 Madison Avenue, New York 22, N. Y. Be sure to include the number of students taught so that sufficient miniatures will be sent with your quantity order.

STATE SCHOOL FACTS

Alexander McIver

Upon the resignation of S. S. Ashley as State Superintendent of Public Instruction on September 30, 1874, Governor Caldwell appointed Alexander McIver, a professor of mathematics at the University, to the office.

McIver, unlike his predecessor, was a native North Carolinian, having been born in Sanford, then Moore County, on February 7, 1822. Not much is known of his early life, however. He graduated from the University with the class of 1853, "a first honor graduate," according to Battle in his *History of the University of North Carolina*.

Battle also says that, "After serving as Tutor of Mathematics in his Alma Mater for a few months he distinguished himself as a principal of an Academy in Wadesboro, and then as Professor of Mathematics at Davidson College. In his application (for the position as Professor of Mathematics at the University) he laid stress on the fact that he was the only Republican at that College (Davidson) and was virtually threatened with dismissal if he should vote for President Grant. He was a hardworking, able and upright man."

In his *A History of the Public Schools of North Carolina*, Noble states, "Alexander McIver came into office badly

cheapest and only means of drying up the sources of pauperism and crime, banishing vice and immorality, beautifying the earth, making home attractive, inducing immigration, and increasing the capital and revenues of the state."

The Legislature, which met November 1, 1871, passed an act providing for the levy of six and two thirds cents on "all taxable property and credits in the State" and also a tax of twenty cents on the poll. This law, which in its original form was drawn by McIver, was ratified on February 12, 1872. This rate was raised to eight and one third cents and the capitation tax to 25 cents at the next session of the Legislature. Seventy-five per cent of these taxes were applied to educational support. Authority was also granted to county commissioners to levy property tax for schools, provided the vote on the question was favorable. Since the people of a county would more often vote against the tax, very little progress in public education came about as a result of local support. According to McIver's second report the total annual school fund of \$332,019.56 was derived from the following sources: State, \$155,393.96; poll taxes (estimated), \$130,785.60; property taxes (estimated), \$45,840.

and the capitation tax showed that white and 16,387 Negroes, and that of teachers examined and approved was 2,132, white 1,674 and Negro 458.

For building and repairing school-houses, \$25,100.

To examiners, \$1,520.

To county treasurers, \$6,925.52.

The number of children in the public schools were 106,309 white and 40,428 colored. There were 2,565 schools, for whites and 746 for Negroes. The average length of term was ten weeks.

McIver advocated improvements in the school. He also recommended higher qualifications for teachers. The school law, he said, should be amended to provide that communities could vote a tax for schools.

At the end of the following year, June 30, 1874, the statistical information reported by McIver indicated there had been marked improvements in the public schools of the State. Disbursements were nearly \$300,000 to 4,020 schools. A total of 174,083 children were in school and 2,875 teachers had been examined and approved.

As compared with 1860, McIver found great improvements. He said, "I think that public sentiment is becoming more favorable to public education. The people in many counties are organizing educational associations and are taking more interest in public schools than formerly. If the schools could be better organized and better conducted; if there could be a stricter supervision of them; if there could be a scheme for educating and employing a better class

a thing of growth. It must grow up in the sympathies and support of the people. Its victories are not won in an hour; they are the slowly developed laws which are but receipts of enlightened public opinion. . . .

"The influence which law exerts upon the prosperity of communities is strikingly exhibited by the systems of public education which nearly all civilized nations have adopted, or are preparing to adopt. If I were asked how I could make provision to pay the public debt, I would unhesitatingly answer: educate the people and they will pay it. If I were asked how I would convert worn-out lands into fertile fields, I would answer: educate the people and they will do it. If I were asked how immigration could be secured and emigration lessened, I would say, provide a good system of public schools. Public education is the present pressing want of North Carolina."

Summary

McIver's term of office ended in 1874 when he was defeated by the Democratic nominee for the position, Stephen D. Pool. A summary of the happenings in public education during his administration would include the following:

1. The Constitution was amended divorcing the administration of the University from control of the State Board of Education.
2. The provision for a State tax levy

instructing the schools.
3. In 1872, provision was made for the election of three examiners for each county and of one as had been

| | | | | | | | |
|---|---|--|---|--|---|---|---|
| <p>in his <i>A History of the Public Schools of North Carolina</i>. Noble states, "After several years' study of the subject, I have concluded the a better manner of education."</p> | <p>but the enrollment showed only 34,294 white and 16,357 Negroes. The number of teachers examined and approved was 2,132, white 1,674 and Negro 458.</p> | <p>Other than the provisions for school support, the law of 1872 provided that the county commissioners should be the board of education and to them were given the control and supervision of the school affairs. This was the beginning of the centralization of educational authority in the county as a unit of administration in the State.</p> <p>In the election of 1872 the Republican nominee for State Superintendent of Public Instruction, Rev. James Reid, was elected. He died before the inauguration of the elected State officers the following January, and so Governor Caldwell appointed Kemp P. Battle to serve in place of Reid. McIver refused to turn over the office to Battle, however, on the ground that he, McIver, had been appointed to serve until his successor had been elected and had qualified. On a suit brought by Battle the court decided in McIver's favor, and so he continued as superintendent until the next general election two years later.</p> | <p>McIver's Third Report</p> <p>McIver's third report, for the year ending June 30, 1873, showed that \$191,675.07 was disbursed for school purposes, as follows:</p> <p>To teachers of schools for white children, \$112,175.36.</p> <p>To teachers of schools for colored children, \$45,954.19.</p> | <p>McIver's Reports</p> <p>Superintendent McIver made four reports, dated November 1, 1871; November 1, 1872; November 1, 1873, and November 1, 1874, from which we may, with certain other information, discern something of public education during his administration.</p> <p>McIver had been in office only a month, according to the date of his first report. Quoting Noble again, "He made practically no recommendations for the improvement of the system of schools and contented himself with taking ground for education as the best,</p> | <p>His Ideas</p> <p>We can get a better idea of McIver's ideas of education from the following quotations from his report of 1872:</p> <p>"The school houses should be the best school houses in the State. They should be the ornament and point of attraction of every school district in the State. The public school teachers should be the best teachers in the State. A teacher's certificate should be made to indicate with certainty: 1st, that the holder is of good moral character; 2nd, that he is familiar with all the branches required to be taught in the public schools; 3rd, that he has been trained to teach and is in all respects fitted for his profession. The system itself should be thorough, practical, and adapted to the wants of the State. Instruction should be given in agriculture, in mechanic arts, and in all industrial pursuits. Children should be taught to make an honest living."</p> <p>Again, in speaking of the school law which had just been passed, he said:</p> <p>"The present school law is not and was not intended to be a complete system. It is but the germ of a system to be developed by future legislation. A system of public instruction, which is to permeate all classes and conditions of society, which is to influence the manners, the habits, the thoughts and opinions of the young, the middle-aged and the old, which is to reach every man, woman and child in the State, cannot be made in a day. It is</p> | <p>On Managing the Schools.</p> <p>3. In 1873, provision was made for the election of three examiners for each county instead of one as had been the case since 1869. These officials had no authority except to examine teachers and issue certificates. There was no provision for a single head to direct and supervise the schools on a county basis.</p> <p>4. Despite discouraging conditions in many parts of the State some actual progress was made, as the statistics shown indicate. As McIver said, public sentiment for public schools did actually improve during his administration, but progress was slow indeed.</p> <p>Following his defeat for State Superintendent, McIver became "Principal of the Graded Schools of Greensboro." From Battle's <i>History of the University</i>, it is noted that he was chief of the department of mathematics at the normal or summer schools conducted at the University during 1877. In addition to his regular instruction he gave several lectures on "Physiology." In 1880 he was "Teacher of Mathematics, English Grammar, and History." And at the 1881 Normal School, "Prof. A. McIver, as heretofore, had charge of Mathematics, Geography, and History."</p> <p>McIver died on August 20, 1902 at his home in Sanford. Only a very brief mention of this fact is made in the Raleigh <i>News and Observer</i>, with the notation that a fuller story, that never appeared, would follow "next week."</p> | <p>of Education.</p> <p>2. After considerable study of the subject, I have concluded the a better manner of education."</p> |
|---|---|--|---|--|---|---|---|

2,000 North Carolinians Were Rehabilitated in 1945-46

● A total of 2,031 North Carolinians were rehabilitated into successful employment during the fiscal year 1945-46, it is reported by the Division of Vocational Rehabilitation, State Department of Public Instruction. These people were provided in part or in whole the following services:

1. Thorough physical examinations.
2. Necessary medical, surgical, psychiatric and hospital services.
3. Necessary prosthetic devices, such as artificial limbs, hearing aids, trusses, and the like.
4. Individual counseling and guidance.
5. Training for a job—in schools, on the job, by correspondence or by tutor.
6. Maintenance and transportation during rehabilitation, if necessary.
7. Necessary tools, equipment, and licenses.
8. Placement on the right job.
9. Follow-up to make sure the worker and the job are properly matched.

According to rehabilitation officials: (1) There are *five* disabled civilians for every disabled soldier; (2) one person out of every seven in our male population is handicapped by disease, accident, maladjustment, or former wars; (3) during the first four years of war there were approximately 17,000 amputations in the Army, while during this same period there were 120,000 major amputations from dis-

ease and accidents in our civilian population; (4) 11,000 soldiers were wounded on the beaches of Normandy during the first ten days after D-Day, yet even with curtailed traffic, automobile accidents alone accounted for more than twice that many civilian casualties in the same ten days; (5) each year there are some 350,000 individuals permanently disabled by accident alone; (6) North Carolina has an estimated 27,000 disabled and handicapped citizens now.

Furthermore, these officials say that "it took the wholesale destruction and untold suffering of a second World War to turn the spotlight of public attention upon the problem of the disabled. The employment record of the handicapped in war industries proved that these people need no special concessions if properly trained. And now it appears that these two factors have made the alert citizen recognize the economic and social implications of the failure of our country to rehabilitate this substantial portion of our population."

"America the Beautiful" Made in Technicolor Film

The technicolor film "America the Beautiful" has been accepted for the use of the Treasury Department in connection with the savings bond program.

This is a stirring film which shows the beauties and strength of America. Also, this film is distinguished for the literary quality of its script, superb photography, and fine musical score. The picture runs 18 minutes and is in full technicolor. Children of all ages from the fourth grade through senior high school will be impressed by the entertaining and forceful story. While the film is well suited for use in connection with school savings programs, it also affords an educational opportunity to teach children the wise use of money and an understanding of the problems of government.

Doctor J. W. Studebaker, Commissioner of Education, U. S. Office of Education, recommends that all schools that own or can procure the use of a 16mm sound projector book free showings of this film in the near future. For arrangements in securing a copy of the film for school showing, get in touch with the School Savings Section, Treasury Department, Greensboro, N. C.

Person School Celebrates American Education Week

Taking advantage of American Education Week from November 10-16, Jerry L. Hester, Supervising Principal of the Roxboro Schools, assisted by Mesdames Mildred S. Nichols and George Berger, made a thorough job of "selling education" to citizens of Person County, according to R. B. Griffin, Superintendent of Schools of that county.

Publicity for the entire week was given by talented artists, in the form of posters, letters to parents, short trailers in the local theaters, church bulletins, and through the local paper. On Sunday members of the public speaking class filled the Methodist pulpit while the minister was attending a conference. The music was rendered by the high school music department. Following the Sunday program, student speakers from the school appeared on different nights at the three civic clubs, Exchange, Kiwanis, and Rotary, thus reaching more than 150 outstanding businessmen of the community. Also through music, art, and oratory the educational idea was presented in chapel to the entire student body.

Glamour Girls As Teachers

Glamour girls will be given preference in the Toronto, Ontario, schools, says W. R. Cockburn, chairman of the board of education.

"We want on our staff girls who are attractive to men," he declares, "for if that is the case they are more likely to be attractive to children. In short, we like to get the marriageable type of girls as teachers." And, "here's the point," the chairman adds sadly, "we cannot expect to get this glamour type of girl at our present initial salary of \$1,100."

New Art Book Published

Pedro deLemos, editor of *School Arts*, has revised and added new material to his art-teaching handbook for teachers and children—*The Art Teacher*. There are 351 pages of illustrations in the 384-page book, which may be secured from the Davis Press, Inc., Worcester 8, Mass.

All the material that proved so successful in the first four editions of *The Art Teacher* has been retained, including such subjects as drawing objects, trees, landscapes, the design unit, design application, puppetry and stage, holiday projects, painting and color. Following these 16 original chapters comes a new section of 96 pages of illustrations—a reference file on such subjects as bird in art, animal in art, tree in art, marine life, human figures, perspective, and many more.

Emphasizing a variety of material, lucidity of presentation, and the importance of "visual instruction" *The Art Teacher* takes its proper place in the classroom and home as the encyclopedia of arts and crafts.

Manual on School Elections To be Printed by Institute Of Government

A manual on school elections is now in preparation and will be printed soon by the Institute of Government, Chapel Hill, it is announced by Albert Coates, Director. According to Henry W. Lewis, Associate Director, who has the direct responsibility in the preparation of this bulletin, this manual will deal largely with the procedures to be followed in initiating, ordering, conducting and canvassing school supplement elections. Rulings of the Attorney-General relating to questions concerning the laws pertaining to this whole topic will be included in the manual. Copies of the manual, when available, will be furnished to school superintendents and others interested in this subject, it is learned.

Schools Expect Increased Enrollment

Schools and colleges may receive an even greater number of applicants for spring semester work than had been anticipated because of the 500,000 or more members of the armed services who will be discharged during the current academic term. Revisions in Army separation policies are responsible for the accelerated rate of discharge. During November and December alone, the Army expects to release 435,000 men, including all those drafted during 1945.

As the majority of the 500,000 men will be of college age, educational counselors in Community Advisory or Information Centers, State and county service officers, and others who are aiding veterans with educational problems should be prepared for a possible influx of men interested in returning to school.

Textbook Commission To Evaluate North Carolina History Texts

The State Board of Education at its November 7 meeting authorized the Textbook Commission to take up the subject matter field of North Carolina History as soon as it has completed evaluations of the texts now under consideration.

The Commission is now at work making evaluations of textbooks for the subjects of Health, grades 4-9, Natural Sciences (General Science, Biology, Chemistry, and Physics); High School Geography, Latin (I, II, III and IV) and Business Education, all fields. Reports are expected to be presented in the near future to the State Board of Education for those subjects. The Board will then make the adoptions and enter into contracts with the publishers of the books selected for supplying them to the public schools.

Dr. L. E. Spikes, superintendent of the Burlington City Schools, is chairman of the Textbook Commission. Other members are: Cleo Rainwater, East Carolina Teachers College, Greenville; Joyce Cooper, Curry Training School, Greensboro (on leave of absence); R. T. Kimzey, principal Brevard High School, Brevard; Frances Lacy, supervisor Raleigh Public Schools, Raleigh; Mrs. Floyd Souders, principal Central School, Fayetteville; Mrs. Manley Williams, principal Lake Forest School, Wilmington; George S. Williard, Jr., principal Charles L. Coon High School, Wilson; Eloise Camp, librarian, J. W. Cannon High School, Kannapolis; Iva E. Shockley, teacher in the Durham city schools; E. M. Thompson, principal Burgaw High School, Burgaw; and Jinsie Underwood, teacher in the Gastonia High School, Gastonia.

Three Units in State Provide Family Life Education

- Programs of family life education are provided by Asheville, Leaksville and Wilmington boards of trustees as a part of the educational programs of these three city units.

Family life education, according to one national educator, is that education which has as its purpose the teaching of skills and attitudes, which have anything to do with good homes and family life. The schools have a major responsibility in the direction of family life education programs both with the school and the community.

Examples of what the three North Carolina units are doing in this respect are the following:

In Asheville, some 50 organizations sent delegates to a lay leadership training course. It was inter-racial as well as inter-faith. One of the finest features of the whole experience was that all were working on a common problem, of counseling in their own families and own neighborhoods. The Family Life Institute was held in March with Dr. James A. Plant, Director of the Essex County Juvenile Clinic of Newark, N. J., a nationally known psychiatrist, as conference leader and speaker. Study groups on Youth Looks at Marriage, The Family and the Young Child, The Family and the Adolescent and the Family and the Community were held daily under the leadership of Dr. Mary Reed of Virginia Polytechnic Institute, Miss Catherine Dennis of the State Department of Public Instruction, Rev. Clifford Peace of Asheville, and Dr. Arthur Fink of the University at Chapel Hill. Over 2,000 attended the different sessions.

In Leaksville, the adult program has been in continuous operation for 19 years under the direction of Mrs. W. B. Weaver. An advisory committee composed of both men and women help the Co-ordinator make plans for the program. A homemakers diploma was given upon the satisfactory completion of 13 units developed around family needs. Those units varied from six to 18 lessons each and could be completed during a three-year enrollment period.

There has been a gradual expansion of the program to include boys and men as well as women. Home and personal problems, too, have required many hours of counseling and home visitation. For a number of years the mills have contributed seed and cash prizes for yard improvement and gardens. During one year over 600 homes were registered in the contest. This year a large commodious house has been completely renovated and furnished for the use of the co-ordinator and the women.

Miss Elizabeth Everett of Greenville, N. C., is the co-ordinator, having been appointed as director upon the resignation of Mrs. Weaver.

In Wilmington 23 organizations have participated in one or more projects or

programs dealing with education for family living.

The County Council of Parents and Teachers had a one-day symposium at Lake Forest School dealing with family problems which later resulted in the co-operative Community Family Life Institute on "Family Problems and Adjustments Today" as its theme. All ages and both sexes participated in the many sessions with approximately a total count of 5,590 people. Both races helped make the institute successful. Dr. Franklin McNutt spoke on personality growth and character building, while Dr. Mildred I. Morgan discussed what parents are for and growing up.

According to Superintendent H. M. Roland of the New Hanover County Schools, "The Family Life Community Program in New Hanover County attempts to be an integral part of all organized effort to educate for family living. It deals with the formation or the changing of the intimate relationships of personalities.

"It should be well understood that this work, though called a 'program,' is not a separate program, but supplements and offers direction for plans of those groups interested in education for family living."

Railroad Company Offers Free Booklet

Teachers of social studies classes in upper grades and high school will be interested in the booklet, "Presidents of the United States," which has been prepared by the Department of Traffic of the Union Pacific Railroad Company. This booklet contains a short biographical sketch of each President of the United States, supplemented by material telling about transportation during each President's term of office, his own personal travel experiences or his connection with or interest in railroads and transportation. On each page is a place for inserting a poster stamp portrait of the President whose biographical sketch is printed. The poster stamps accompany each booklet in sheet form and are to be detached and inserted by the pupil. Teachers may secure this booklet without cost and in sufficient quantities for class use by writing to the Union Pacific Railroad Company, Department of Traffic, 1416 Dodge Street, Omaha 2, Nebraska.

Considerations Are Given for Improving Elementary Schools

● The following list of ten considerations for improving the elementary schools was issued recently by the Division of Instructional Service, State Department of Public Instruction:

1. *Placement of Pupils.* Attention should be given to equalizing the teacher load within the elementary school—grades one through eight, in order to further insure the progress and success of all teachers and pupils working together within the school.

2. *The Daily Schedule.* Basic principals for schedules should be uniform among the grades. Due regard should be given to flexibility and necessary adjustments at intervals as the curriculum develops. Traditional and modern types of schedules should not be in operation in the same school. The modern type schedule offers plenty of opportunity for teacher initiative.

3. *The Curriculum.* A balanced course, including learnings in all subjects as needs of the individual pupil demand should be initiated and developed through the co-operative efforts of teachers working together in one school. A definitely outlined basic course for grades one through eight for the individual school in the administrative unit would help in unifying the work of the separate grades.

4. *Available supplies,* equipment and materials, including texts and library books should be used maximally by all grades. Plans for accomplishing this goal should be outlined and followed by the teachers within the elementary school.

5. *Exhibits,* bulletin boards, collections, units of work, creative writing and handicrafts, and other materials should further enhance the attractiveness and educational values of classrooms, halls, and library.

6. *Adequate light* in each classroom is essential. Eye strain is serious. Each classroom should be surveyed in regard to lighting facilities and provision made for improvements if needed.

7. *Proper seating* is an important factor in the health of a pupil. Does each child have a desk or seat the proper size for him? If not, exchanges of seats within the school would perhaps solve the problem.

8. *Skills* in reading, in writing, in language, and in arithmetic should be emphasized in the program of each pupil who does not have command of these skills.

9. *Situations should be provided* often in which pupils may use their learnings in well-organized presentations. For instance, the school newspaper, the assembly program, the workshop, book-map-and chart making, the school museum, and other worthwhile activities—all provide experiences in which pupils may use their learnings in many subject matter areas. Good study habits should be an expected outcome of this type of pupil

participation in a variety of programs.

10. *Promotion standards,* pupil's records and reports could provide, at this time of the year, much vital material for workshops and studies which should result in the increase of the percentage of pupils who successfully achieve a year's progress in the school.

Textbook Films Produced

A new "package" of teaching tools for high schools and colleges, consisting of textbook, 16mm sound motion pictures, and silent filmstrips, has been announced by McGraw-Hill Book Company, Inc. Marking its entry into the educational film field, the company has started production of several series of McGraw-Hill Text-films. Each series of films will be specially prepared for direct correlation with a particular textbook, using the same basic approach to the subject and the same terminology as the textbook. The films will be ready for distribution next spring.

Plans call for all units of the package—textbook, motion pictures, and filmstrips—to be subjectively related, but functionally different. Motion pictures will stimulate student interest and give a realistic explanation of theories, principles, techniques and applications, especially in those phases of the subject most difficult for the average student to understand. Filmstrips will amplify the presentation, will ask questions, and re-emphasize key points in both textbook and motion picture. Both motion pictures and filmstrips will provide extended coverage of the subject matter in the textbook which will remain as the basic source of information to be transferred to the student under the direction of the teacher.

The initial Text-Film program covers four popular textbooks: Schorling's *Student Teaching*, for normal schools, teachers colleges, and "in-service" teacher training programs; Diehl's *Textbook of Healthful Living*, for college freshman hygiene courses; French's *Engineering Drawing*, for colleges and technical institutes; and French and Svensen's *Mechanical Drawing*, for high schools. Each of these books will be supplemented by a separate series of Text-films, consisting of six or seven 16mm sound motion pictures, each of approximately 15 minutes running time, and a like number of co-ordinated silent filmstrips, each of approximately 50 frames. Instructors' manuals will also be provided, with suggestions on making effective integrated use of these teaching materials.

949 Students Attend Off-Campus College Centers

There are 949 students enrolled in the 12 off-campus centers which have been established for the white race, it is learned from a report on these centers recently released by C. E. McIntosh, Chapel Hill, who is in charge of these centers for the Directorate of Extension of the University.

At the opening of the centers, the report shows, 1,048 persons enrolled. Since that time 99 have withdrawn. Of the 949 now attending these centers 741 are veterans and 208 are non-veterans.

Subjects taught, the report further shows, are English, social science, mathematics, French, Spanish, botany, chemistry and physics. The average student is taking three courses. More students are taking English, social science and mathematics.

Teachers May Be Paid December Salaries Before Christmas

Teachers' salaries for the month of December were authorized to be paid prior to the Christmas holidays in accordance with an action taken by the State Board of Education at its November 7 meeting. Before this action may become effective, however, ten or more days service for the month must have been rendered.

This custom of paying the December salaries prior to Christmas was begun in 1943. The Controller for the State Board, Paul A. Reid, was given authority to follow the same procedure as last year in the payment of December salaries for this year.

NAM Issues Bibliography

To assist the teacher of those subjects which deal with our economic and social structure, the National Association of Manufacturers has issued a "Bibliography of Economic and Social Study Material."

For teachers interested in radio for classroom instruction, a radio drama is adaptable either for class or school assembly use. A monthly publication to keep the teacher currently informed of new developments in industry—education co-operation and of new materials available between Bibliographies is also offered. Booklets and motion pictures, which bear on vocational guidance, economics and industrial relations, have been carefully chosen to supplement textbook information on our economic system.

Single copies of any booklets will be sent to high school libraries upon request. They are available without charge and will be mailed postage prepaid. The address of the NAM is 14 W. 49th St., New York 20.

Textbook Shortage Due to Many Causes

The current shortage in textbooks, which is nationwide, is due to a number of causes, it is learned from Wade M. Jenkins, Director of the Division of Textbooks of the State Board of Education.

First, Mr. Jenkins states, there is a greater demand for textbooks, especially in the college field where enrollments have skyrocketed. This demand plus the low stockpile of books as a result of limitations enforced by the war needs and the limitations now faced by insufficient paper stock, make it very difficult for all our needs to be filled. Not only is there a greater demand than ever for textbooks; magazines and various other reading materials including paper used in mimeographing takes vast quantities of wood pulp.

Besides the greater demand for textbooks, and the limitation of paper, there is also the factor of binding cloth. Certain grades of cloth used for book binding could not be secured from the mills.

In the face of all these shortages, however, the situation in North Carolina is not as bad as in some other parts of the nation, Mr. Jenkins stated. The average for the nation in the shortage of textbooks for elementary and secondary use is about 12½ per cent, whereas in this State it is between two and three per cent. "We are using over 6,500,000 basal books in our schools, he said. We are hopeful that the areas in which our shortages are now the worst will be cleared up in the near future."

Co-ordinators for Off-Campus College Centers Named

Co-ordinators for each academic course offered in the 12 off-campus college centers for white students have been recently named to aid the teachers in these centers concerning matters of professional importance, it is learned from C. E. McIntosh, Assistant Director of the University Extension Division in charge of this work. These co-ordinators and the subjects upon which they will render assistance are as follows:

| Department | Co-ordinator and Address* |
|----------------------|--|
| English..... | Dr. E. H. Hartsell, 112 Saunders Hall, U.N.C. |
| Social Science..... | Dr. C. H. Pegg, 203 Saunders Hall, U.N.C. |
| Mathematics..... | Dr. A. S. Windsor, 356 Phillips Hall, U.N.C. |
| Botany..... | Dr. Earl H. Newcomer, Davie Hall, U.N.C. |
| Chemistry..... | Dr. Edwin C. Markham, 103 Venable Hall, U.N.C. |
| Physics..... | Dr. Karl H. Fussler, 202 Phillips Hall, U.N.C. |
| French, Spanish..... | Prof. Hugo Giduz, 107 Peabody Hall, U.N.C. |
| Mathematics 101..... | Dr. H. A. Fisher** Department of Mathematics, State College, Raleigh. |

*The post office of each co-ordinator, except that of Dr. Fisher, is Chapel Hill, N. C.

**Dr. Fisher will confer with teachers about Mathematics 101. This office will undertake to provide slide rules if needed. In ordering, be sure to give the number of students in the class.

The Dimes March On

The 1947 March of Dimes gets under way January 15 and will continue through the 30th. During that two-week period American people in every walk of life will contribute dimes and dollars voluntarily so that the fight against infantile paralysis can continue.

Last summer polio attacked the nation in one of the severest epidemics in the history of the National Foundation for Infantile Paralysis, spearhead of the war against polio which is financed solely by the annual March of Dimes. Thousands of boys and girls, and men and women, were stricken. State after state became a battleground in the war against the Great Crippler.

Thanks to public response to prior appeals of the National Foundation through the March of Dimes, there was sufficient ammunition with which to wage successful counterattacks. Hospital bills and costs of medical nursing and physical therapy services were defrayed for polio patients by Foundation chapters throughout the land. Chapters also purchased and installed in hospitals special equipment used in the treatment of infantile paralysis—respirators, hot pack machines, whirl-pool baths and so forth.

In fulfilling the pledge of the National Foundation that no infantile paralysis victim need go without the best possible medical care for lack of funds, many chapters exhausted their treasuries. By mid-summer alone national headquarters of the organization had sent close to a million dollars in supplemental aid to local chapters.

The total cost of the 1946 outbreaks of polio, and the continuing care of persons stricken in prior epidemics now has lowered by millions of dollars the ammunition of mercy, raised during previous March of Dimes appeals. Without sufficient funds the concerted attack on infantile paralysis will falter. But on the basis of what has been accomplished through power of a dime, the American people will rally during January 15-30, and build anew that backlog of hope for those whom polio has stricken or may strike in the future. The dimes march on so that boys and girls may walk and run happily, and in health.

New State Supervisor Appointed

Miss Grace F. Wilson, native of New Hampshire, has been appointed as State Supervisor of Elementary Schools, it is announced by State Superintendent Clyde A. Erwin. Miss Wilson will work under the direction of Dr. J. Henry Highsmith in the Division of Instructional Service. She has been assigned a number of counties in which she will render aid in the improvement of elementary instruction. She began her duties on November 12.

Before coming to the Department Miss Wilson was a teacher and later Supervisor of Elementary Schools in Carteret County. From 1937 to 1943 she was Supervisor of Student Teaching and College Training in Education Courses at Glassboro State Teachers College, Hadden Heights, N. J., and from 1929 to 1937 she was Supervisor of Student Teaching and Demonstration at Trenton State Teachers College.

Miss Wilson received her M.A. degree from Cornell University in 1932. She attended the Glassboro New Jersey Normal School, where she received her diploma in June, 1925. In 1929 she was awarded the B.S. degree from Teachers College, Columbia University.

According to Dr. Highsmith, "Miss Wilson comes with the State Department of Public Instruction with the highest commendation of professors of education, school administrators and teachers in positions which she has occupied."

Smith and Garinger Attend Regional Conference

J. Warren Smith and Dr. Elmer H. Garinger represented North Carolina at a regional conference with representatives from 11 other southern states at Birmingham, Ala., on Thursday and Friday, November 7 and 8.

The main purpose of the conference, according to Mr. Smith, was a discussion of the problem secondary schools have in providing "the life adjustment training" which the majority of youth, not apparently served by vocational education or college preparatory education, "need and to which they are entitled as American citizens." This thesis, which has been stressed by many individuals and organizations for more than a decade, was given dynamic impetus by what is now known as the Prosser Resolution. This resolution was formulated by Dr. C. A. Prosser in a meeting held in the Office of Education June 1, 1945, to consider postwar planning.

The Birmingham conference was the last of five regional conferences conducted by the U. S. Office of Education to consider the problem which is considered by many as the most baffling facing secondary education today.

EXPENDITURE FOR SCHOOLS IN THE U. S., 1939-40

How Hard Each State Tries and What the Average Classroom Gets

PERCENT OF INCOME SPENT FOR EDUCATION

ANNUAL EXPENDITURE FOR AVERAGE (MEDIAN) CLASSROOM



TRY TO
LAND ME IN
NEW YORK OR
CALIFORNIA

LAWS, RULINGS and OPINIONS

Local Supplement Elections; Cost of Holding; How Called, etc.

In reply to inquiry: I received your letter of August 1, in which you state you are engaged in preparing a guidebook for the conduct of all types of school elections, in connection with which you have run into some questions which you would like for me to answer.

As the Institute of Government is doing such a fine service in preparing this guidebook and will save so many inquiries which might later arise, I feel fully justified in attempting to furnish you with an answer to several questions which you have submitted. I will list your questions and attempt to answer them in the order posed.

"1. G. S. 115-361 and 115-188. *Local Supplement Elections.*

Who pays the costs of school supplemental elections in city administrative units, (a) coterminous with the municipality, and (b) not coterminous with the municipality?"

I think your question is answered by the last part of G. S. 115-188, which provides that the expense for holding and conducting elections in all districts, other than in city administrative units, shall be provided by the county board of education out of current expense funds of the county, but that the expense of conducting the elections in all city administrative units shall be paid by the board of trustees of said unit, out of the local tax funds of the unit. No distinction is made in the statute between city administrative units which are coterminous or not coterminous with the municipal boundaries. Some distinction is made in G. S. 115-187 in such cases as to the method of holding the election.

"2. G. S. 115-186. *How elections may be called.*

Where there is sentiment for voting a school supplement in a school district under G. S. 115-361 or 115-362, it is necessary that action be initiated by a written petition of 25 qualified voters to the county board of education as required by G. S. 115-186? If not, what is considered proper initiation?"

I do not think that it is necessary to have a written petition of 25 qualified voters, mentioned in G. S. 115-186. Initiating proceedings for calling an election is provided in G. S. 115-361 and 115-362. G. S. 115-361 provides that the county board of education in any county administrative unit and the school governing board in any city administrative unit, with the approval of the tax levying authorities in said county or city administrative unit and the State Board of Education, may supplement the funds from state or

county allotments available to said administrative unit; provided, before making any levy, an election shall be held which may be requested by the county board of education in a county administrative unit and the school governing authorities in a city administrative unit to the tax levying authorities of such unit.

"3. G. S. 115-193, *Abolition of district upon election.*

This provision was apparently included in the 1923 law to provide a method by which a local tax district might abolish the tax and terminate the district's existence. Under the present law, since school districts are now no more than administrative areas of county administrative units, it would seem that while this section might be applicable for abolishing a local tax, it would not be effective to abolish a district. Is this interpretation correct?"

You will observe that G. S. 115-185 provides that the re-enactment of several sections in Article 22, which includes G. S. 115-193, shall not have the effect of re-enacting any of said sections which have been repealed by the School Machinery Acts of 1933, 1935, 1937 and 1939, and that the sections are re-enacted only to the extent and for the purpose required by the several School Machinery Acts referred to. In the case of *School Trustees v. Benner*, 222 N. C., at page 571, the Court, speaking through Seawell, J., says:

"To determine what parts of the 1923 School Code now stand unrepealed would doubtless require expert and studious attention, but the part of the statute quoted—if it could in any way affect the issue raised here, which is not conceded—is obviously inapplicable to the present type of school administration and is supplanted by the provisions of the current law. In 1923, and for many years afterward, the basic support of the six months school term came from county taxation—largely from property taxes, supplemented by a State-provided equalization fund. The special charter districts were not strictly regarded as part of the public school system—*Frazier v. Commissioners*, 194 N. C., 49, 38 S. E., 433—but were included in the fiat of chapter 562, Public Laws of 1933, section 4, which abolished them along with all other districts of whatsoever type for purposes of administration (*Bridges v. Charlotte*, 221 N. C., 472, 476, 20 S. E. (2d), 825), and the present type of administration was substituted."

It is, therefore, my opinion that G. S. 115-193 is obsolete.

"4. G. S. 115-196, *Enlarging boundaries of district within incorporated city or town.*

Since G. S. 115-9 apparently does not contemplate having districts within city administrative units, this section

would be applicable today only when a district of a county administrative unit is located wholly within the corporate limits of some town in the county unit. The provisions of G. S. 115-361 and 115-192, when taken together, would accomplish the end desired, so the question remains whether the additional procedure set up by this section is of any value. In cases where there is a difference in the tax rate between the two areas, would that fact make this section necessary now?"

This question should be answered by the State Superintendent of Public Instruction, to whom I am sending a copy of this letter. I am not in position to make any statement about this which would be of any great value.

"5. G. S. 115-197, *Local tax districts from portions of contiguous counties.*

Since the enactment of the various School Machinery Acts is it still possible to form local tax districts across county lines under the procedure outlined here, without special legislation?"

As stated by Justice Seawell in the case of *School Trustees v. Benner*, 222 N. C. 566, to determine what parts of the 1923 School Code now stand unrepealed would require expert and studious attention. The enactment of the General Statutes repealed all general statutes not contained therein, with the exceptions set out in Chapter 164 of the General Statutes, G. S. 164-2. The re-enactment of the several sections in Article 22, which includes G. S. 115-197 as provided in G. S. 115-185, does not have the effect of re-enacting any of said sections which have been repealed by the School Machinery Acts of 1933, 1935, 1937 and 1939; and this section further provides as follows:

"And that the sections are re-enacted only to the extent and for the purpose required by the several School Machinery Acts referred to."

The only purpose for which the sections were re-enacted by the several School Machinery Acts referred to was to provide the machinery for holding supplemental elections.

While I cannot be certain about it until passed upon by the Supreme Court, I am inclined to the opinion that G. S. 115-197 is obsolete.

"6. G. S. 115-198, *District already created out of portion of two or more counties.*

Does this section have any procedural validity since the enactment of the School Machinery Acts?"

It is my opinion that this section is obsolete, for the reasons hereinbefore stated.

"7. G. S. 115-200, *School taxing districts created.*

Can special school taxing districts of the type defined here be created to-

(Continued on page 16)

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin,
December, 1941)

W. R. Mills, superintendent of the Franklin County administrative unit for the past six years, died suddenly on November 17.

By virtue of the school election held in the Lincolnton city administrative unit on November 4, that unit will have a ninth months' school term beginning with the 1942-43 year.

The fertile history and panorama of the Old North State is martialed before the microphone for this year's series of WBIG broadcasts by the Greensboro Public Schools.

10 Years Ago

(North Carolina Public School Bulletin,
December, 1936)

Announcement has been made that the annual meeting of the North Carolina Education Association will be held in Durham. April 22, 23 and 24, 1937.

On December 16, the State Board of Education adopted new basal texts effective for the school year 1937-38 for Mathematics, Latin, Business Education and Music.

The Southern Association of Colleges and Secondary Schools met in Richmond, Va., December 1-4, 1936.

More than 17,000 persons throughout the State are now benefitting from WPA educational program sponsored by the State Department of Public Instruction and under the direct supervision of Mrs. Elizabeth Morris.

The program of vocational education in agriculture has been in operation as an integral part of the public school system in North Carolina for 17 years.

20 Years Ago

(Biennial Report, Superintendent of Public
Instruction, 1924-26)

Good Roads and the Rural School. The building of good roads in North Carolina has been the greatest factor in the transformation of rural education. Without good roads, consolidation on a large scale would be impossible. With the coming of good roads and auto transportation the whole plan and program of rural education has been changed and its outlook modified. By waiting until the good roads were built, the schools in North Carolina could be consolidated on a basis large enough to permit of economical administration. In the middle west from 1908 to 1912 a great deal of consolidation was made on the basis of horse-drawn vehicles. These have turned out to be very expensive. Our good roads have enabled us to avoid this mistake for the most part.

LAWS, RULINGS, OPINIONS

(Continued from page 15)

day within a county administrative unit?"



MARCH OF DIMES JANUARY 15-30

It is my opinion that this section is obsolete, for the reasons hereinbefore stated.

"8. G. S. 115-201, *Boundary lines*.

What is the status of this statute today?"

It is my opinion that this section is obsolete, for the reasons hereinbefore stated.

"9. G. S. 115-207, *Election upon petition of county board of education*.

How does this procedure differ from the usual county administrative unit supplement election provided for by G. S. 115-261? Is it still a valid procedure?"

It is my opinion that this section is obsolete, for the reasons hereinbefore stated.

"10. G. S. 115-210, *The rate in local tax districts*.

Is this section to be interpreted to mean that where a county administrative unit has voted a 30c supplement either under G. S. 115-207 or 115-361, that a district within that unit may not vote a supplement of more than 20c so long as the county supplement remains in effect? Or, is this statute a dead-letter?"

It is my opinion that this section is obsolete, for the reasons hereinbefore stated.

As the several sections which you have referred to above were re-enacted as a part of Articles 22, 23 and 24 of Chapter 115 of the General Statutes, as provided in G. S. 115-185, only to the extent and for the purposes required by the School Machinery Acts of 1933, 1935, 1937 and 1939, these parts of our law remain in effect only for the purpose of providing the machinery for holding the local supplement elections. On account of the reference to these articles in G. S.

FROM THE PRESS

Durham. County School Business Manager Lester A. Smith has revealed that the Civilian Production Administration has refused the school system permission to build a cafeteria at Little River Negro School.

Granville. American Education Week will be celebrated in Granville County schools from November 10 through the 16, Superintendent Bunn said yesterday (November 1).

Salisbury. The city schools have gone into the restaurant business in a big way! There were 34,823 meals served in the schools during October, which is a record in this field.

Winston-Salem. Charles W. Phillips of Greensboro, president of the North Carolina Education Association, presented both good and bad aspects of the teaching profession at a meeting of Forsyth County school teachers last night (November 4).

Alamance. With the completion of the Alexander Wilson school cafeteria all 13 white schools and one Negro school in Alamance County now have lunch rooms where approximately 5,000 children eat each day at a cost of 15 cents per meal.

Raleigh. Pupils and teachers of Raleigh and Wake County schools will mark American Education Week with a series of special talks and visitor-day programs, starting tomorrow, in their classrooms and over local radio stations.

Charlotte. About 35 superintendents, principals and supervisors of high schools in the Charlotte area were guests today of John E. Aims, aviation education consultant of the Civil Aeronautics Administration, at Morris Field, here, for an inspection of airport operations and aviation activities.

Gaston. Contributions of books, any novel, fiction and nonfiction, histories, biographies and others, are now being accepted by the schools in Bessemer City.

Durham. The Durham County School system is launching an intensified program to acquaint its teachers with the importance of mental health among school children, W. M. Jenkins, superintendent, announced yesterday (November 9).

Carteret. Out of the over 27,000 basal textbooks required in the Carteret County Schools, only 1,530, or 5½ per cent, were short at the opening of the schools on September 5 in spite of shortage in paper, glue, binding, and labor, and in spite of difficulties due to strikes, transportation tie-up, etc., according to a statement today (November 7) by Superintendent Allen.

115-361, they were brought forward in the General Statutes and not eliminated therefrom as being obsolete.—Attorney General, August 7, 1946.

BULLETIN

Published Monthly by the State Department of Public Instruction

JANUARY, 1947

RALEIGH, NORTH CAROLINA

VOL. XI, No. 5

Superintendent Erwin Recommends State Junior Colleges

● State Superintendent Clyde A. Erwin recommended to the State Board of Education at its December meeting that consideration be given to plans for setting up a publicly operated junior college program to relieve the overloaded senior colleges of the State.

Pointing out that normal enrollment in colleges is around 30,000, Superintendent Erwin told the board that this year 44,000 students including those in off-campus centers are attending colleges. More than a thousand of the total, he said, are already enrolled in off-campus centers located in public school buildings. Although a majority of these students are former G.I.'s through which these centers are largely supported, indications point toward a much larger off-campus enrollment next fall when this year's high school seniors graduate. By 1949-50 the State's college enrollment is expected to be 55,000.

Superintendent Erwin did not ask the board to take any action immediately. He said, "I would like for the board to consider this plan very carefully."

"The development of a junior college program would contribute balance to the senior college enrollment," he said, "and it would make it possible for parents to save economically and would enable students who would not ordinarily get a college education to do so."

"It is the business of public education to meet the needs for education whatever those needs may be," he continued. "We have come to the time when we have got to consider the need for greater education."

"Many students will want to enter college next year, but they will not be able to do so because of the heavy enrollment."

Brotherhood Week Announced

The National Conference of Christians and Jews announces the 14th annual observance of national Brotherhood Week to occur February 16-23, 1947. The theme is "Brotherhood-Pattern for Peace." Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Materials are adapted to age levels in the schools. Plays, comics, posters, book lists and other types of literature, and visual aids are available.

If I Were a Teacher

If it takes a fifty-thousand-dollar man to guide a client, or develop a coal mine, or put a corporation on its feet, what is a man worth who takes that boy of yours, guides him, develops him, puts him on his feet, and makes a man of him? If I, as a teacher, lived up to that challenge as I did my part in teaching the world's boys and girls, I should make a contribution far greater than the banker's accumulation of dollars, the lawyer's drawing of briefs, the merchant's trafficking in goods, and the doctor's mending of broken flesh. I would be handling, encouraging, developing human souls—boys and girls—the finest things on earth. No banker, no lawyer, no merchant, no doctor should hold his head higher than I. If I were a teacher, I should be justly proud.

If I were a teacher I should want the imagination to look out upon my 30 youngsters and see in them not just feet to keep in line, heads to be crammed with facts, with a pay check at the end of the month; but rather 30 possibilities, 30 challenges. Each one has something in him different from anyone else in the world. I should want to help each one of my children to find that "something." If I were a teacher I should be very human.

If I were a teacher I should hope to feel as one American school-teacher has felt: "I thank you, parent, for lending me your child today. All the years of love and care and training which you have given him have stood him in good stead in his work and in his play. I send him home to you tonight, I hope a little stronger, a little taller, a little freer, a little nearer to his goal. Lend him to me tomorrow, I pray you. In my care of him I shall show my love." If I were a teacher I should be wisely humble.

Yes, if I were a teacher in an American school today, I should be proud, human, humble, and I should be happy.
 —New York Times Magazine

INTERESTING ARTICLES IN THIS ISSUE

| | Page |
|--|------|
| Supt. Erwin Recommends State Junior Colleges..... | 1 |
| Junior Colleges (Editorial)..... | 3 |
| \$61,000,000 Requested for Schools During 1947-48 Term | 4 |
| 69.1% of General Fund Expended for Public Schools in 1945-46; 39.1% of All State Funds | 7 |

College Enrollments Top Previous Record

More than two million students, a 50 per cent increase over the previous peak enrollment, are now attending the 1,749 colleges and universities of the United States, it was reported recently by Dr. Francis G. Cornell, Chief of the Research and Statistical Service of the United States Office of Education, Federal Security Agency.

The total of 2,062,000, based on an October 15 survey by the Office of Education, was compared with the previous October peak enrollment of 1,360,000 reported in the prewar 1939-40. The 1946 Office of Education survey covered those students attending classes or lectures conducted by the regular colleges and schools but did not include students enrolled in extension or correspondence courses.

In 1945 there were fewer than 50,000 veterans enrolled in higher educational institutions. This year there are 1,073,000 veterans enrolled, or approximately one-half of the present total number of students. Almost half of all students and more than half of the veterans are enrolled in the 131 larger institutions.

According to the survey, more women (667,000) are attending college this year than ever before, even though the percentage of the total has dropped markedly, due largely to the phenomenal increase of men veterans. This year, women students constitute 32 per cent of the total as contrasted with 61 per cent in 1945, 63 per cent in 1943, and 39 per cent in 1941.

Junior College Association Meets February 19-22

The 27th annual meeting of the American Association of Junior Colleges will be held February 19-22, 1947, at the Hotel Jefferson, St. Louis, Mo.

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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

January 19, 1947

To All School Personnel:

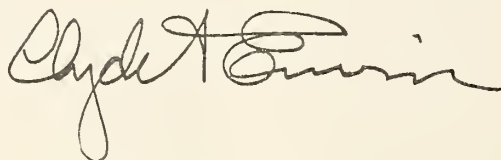
This month I wish to call your attention to the work of the North Carolina Symphony Society, especially what is being done by this organization for the cultural enlightenment of the children of the State.

This Society, as many of you know, is under the capable direction of Dr. Benjamin Swalin. Last year 104 concerts were given, more than half of the number having been planned by Mrs. Fred B. McCall, of Chapel Hill, for children. Altogether 73,000 children attended these concerts. Eight child soloists played concertos with the orchestra.

The primary aim of the Society is to bring fine music to the people of the State and to furnish them with instructions as to how they may get the most out of these concerts. A secondary aim is to develop native talent, to provide an outlet for child talent as soloists, members of the orchestra and as composers. A third aim is to establish a Statewide Symphony hour of the air. Fourth, it is the desire of the Society to provide visual aids to child-listening through schools, museums, libraries, and collections of albums, pictures and instruments.

North Carolina is one of the few states that has a State orchestra. The Legislature has made a small appropriation to assure the permanency of its work, but the need is greater than for money. The support and co-operation of all people interested in fine music is desired. The help of teachers, principals and superintendents, especially, is solicited; and parents are urged to attend these concerts and become members of the Society.

Personally, I think the organization of this Society is one of the finest things that has come to our State. To my mind, it has possibilities through the children of making our State very much richer in the cultural values of life. I hope every person engaged in school work will support this organization to the fullest extent.

Very truly yours,*State Superintendent of Public Instruction*

EDITORIAL COMMENT

JUNIOR COLLEGES

At a recent meeting of the State Board of Education State Superintendent Clyde A. Erwin recommended that consideration be given by the Board to plans for setting up a publicly operated junior college program to relieve the overloaded senior colleges of the State. In support of his idea Superintendent Erwin pointed out that there are at present 44,000 students enrolled in the institutions of the State which are providing training on the college level. By 1950 he said the college enrollment is expected to be 55,000.

It is interesting to note how the daily press has reacted to Superintendent Erwin's suggestion. Only two out of seven editorials which we have seen, the *Durham Herald* and the *Raleigh News and Observer*, are opposed to the idea at this time. On the grounds that until buildings badly needed are provided and teachers are paid more money, the *Herald* says that "this is not the time for the development of State-owned junior colleges." In somewhat a similar vein and for the same reasons, the *Raleigh* editor says, "The suggestion seems ill advised to the point of proposing that the State take on another job at a time when it is admittedly failing to discharge adequately obligations which it has already assumed. Admittedly, teachers are underpaid and many school buildings are overcrowded while others are disgracefully inadequate."

"The present function of the public school system is to educate through the high school level," he continues, and concludes by stating "That would appear to be quite job enough for the present."

Editors of the *Greensboro Record*, the *Raleigh Times*, the *Statesville Record*, the *Kinston Press*, and the *Goldsboro News-Argus* generally favor the plan. The editor of the *Greensboro* publication stated, "Such a plan was suggested by the *Record* many months ago. Unless something is done, as Dr. Erwin points out, the schools, colleges and universities will have to keep on turning away hundreds of prospective students for lack of accommodations." According to the editor of the *Raleigh Times*, "Dr. Erwin's proposal that the State support a system of junior colleges seems the logical answer to existing problems."

According to the *Statesville* editorial, "The State is badly in need of more junior colleges and must have them if all the boys and girls who want to get college training are to have an opportunity to do so." Under an editorial entitled "A Sensible Program," the *Kinston* paper declares, "It is a challenging suggestion from every standpoint, and one that needs the immediate attention of all authorities who are concerned about the future of education in North Carolina." Although the *Goldsboro* editor takes no definite stand on the question, he does say that "Goldsboro for some years has discussed a junior college" and that "Goldsboro should be in a position to secure designation for one of the colleges if the program goes through."

On this question we wish to add:

1. North Carolina does not now have a State-supported junior college.

2. The senior colleges are overcrowded, both public and private—a total enrollment of 37,611.

3. The junior colleges, all private, are crowded with an enrollment of 5,489.

4. There are 1,003 students now enrolled in off-campus institutions, their classes for the most part being conducted in present high school plants with high school faculty and facilities.

It seems, therefore, that the problem is upon us. Fourteen off-campus centers have been provided to take care of those for whom there was no room in institutions now existing. It is generally agreed by State leaders in education that these centers will have to be continued next year and perhaps others will need to be added.

Regardless of the fact that buildings are needed for the regular public school program and regardless of the fact that teachers must be paid more money, these boys and girls who graduate from the public high schools are knocking at the doors of our institutions of higher learning for entrance. [The main question, therefore, is: Will we let them in? At present those returned from the services help to support the off-campus programs under the provisions of the G.I. Bill of Rights. When all these persons have been provided for, they will be replaced by those now graduating from high schools. Many of these will want to go to college; but if the colleges are filled, where will they go?

It seems to us that a few public junior colleges would be very desirable—they could be maintained at less cost both to the State and to the student than it would require to increase existing senior colleges. In many instances the local unit would assist in their operation. Since these off-campus centers have already been set up, the State might begin by aiding these centers to give even better instruction than is offered now, and by the establishment of standardized instruction on a junior college level.

BOOK CARE

The care of all school property should be stressed as a part of each child's education, it seems to us. But books are issued to the child for his use and they are under his protection and custody. The child is responsible for the care of his books. He should use them, of course; but to expose them to undue roughness and dirt should not be countenanced by teachers. Attention should be called to the proper care of textbooks. Because they are furnished free or rented to the child does not mean that they were not paid for. The taxpayer's money should be respected as much as if it belonged to the child's parent. If books are taken better care of, they will last longer; and especially during this time when the adopted books are scarce, fewer children will be deprived of this important tool.

\$61,000,000 Requested for Schools During the 1947-48 Term

• A total of \$61,083,106 has been requested by the State Board of Education for operating the public schools during 1947-48. This request is \$13,329,144, or 21.8 per cent, greater than the amount estimated to be spent during the current year.

The total requested and the estimated expenditure by funds are as follows:

| FUND | ESTIMATED EXPENDITURE For 1946-47 | REQUESTED For 1947-48 |
|------------------------------------|---|--------------------------|
| Industrial Rehabilitation | \$ 15,000 | \$ 15,000 |
| Commission on Teacher Rating | 789 | |
| Nine Months School Fund | 45,006,569 | 56,532,244 |
| State Board of Education | 96,875 | 122,099 |
| Vocational Education | 1,369,729 | 1,493,763 |
| Free Textbooks | 305,000 | 820,000 |
| Purchase of School Buses | 960,000 | 2,109,500 |
| 1921 Special Building Fund | | *9,500 |
| Total | \$47,753,962 | \$61,083,106 |

*Minus.

Greensboro School Inspected By National Organization

Price School, one of the seven elementary schools for Negroes in Greensboro, was honored last fall by an inspection from a representative of the Educational Policies Commission of the National Education Association.

Mrs. Grace L. Dodge, who made the inspection, was accompanied by Miss Julia Wetherington of the North Carolina State Department of Public Instruction and Miss Etta Rose Bailey, of Richmond, Va.

According to Mrs. Dodge the findings as a result of the inspection along with those found at about 40 other schools throughout the nation will be published in an N.E.A. book entitled, "Education for All American Children." The Price School was the only North Carolina school chosen for investigation.

Credle Writes Article For School Executive

W. F. Credle, Director of School-house Planning of the State Department of Public Instruction, has an article, "Facilities For Food Preservation," in the December, 1946 number of the School Executive, national monthly school magazine. Mr. Credle's article, as the title indicates, deals with food preservation facilities. He discusses three methods of food preservation—canning, dehydration and freezing—and points out the importance of planning for the necessary facilities in connection with schools. A vital part in food preservation, Mr. Credle points out, is the location of the site for the facility. Mr. Credle makes a number of suggestions as to location as well as arrangement of the facility itself.

Minimum Quantities Required For School Lunches

Schools which furnish lunches to students under the School Lunch Program under the direction of the Department of Public Instruction are required to provide certain minimum quantities of the available foods.

According to Mrs. Anne Maley, State Supervisor of the School Lunch Program, in judging a lunch these minimum requirements are as follows:

A. One of the following in full quantity, or more than one lesser amounts.

1. Meat (fresh lean)—1 pound for each eight persons.
2. Cheese—1 pound for each eight persons.
3. Eggs—1 per person.
4. Peanut butter—4 tablespoons per person—2 cups (1 pound) per eight persons.
5. Dried beans or peas—1 pound (1 pint) to each eight persons. ($\frac{1}{2}$ cup cooked per person.)

(Beans and peas can be counted either as main dish or vegetable but not both in the same meal).

B. Vegetables and fruit—cooked and raw in entire meal— $\frac{3}{4}$ cup per person.

C. Butter or margarine—1 pound for each 50 persons served. If short of this amount, green and yellow vegetables and fruits should be in the meal.

D. One slice or other serving of bread.

E. Milk— $\frac{1}{2}$ pint of fresh plain whole milk. (A few schools, not having access to a supply of fresh milk have been approved to serve diluted canned milk (half milk, half water). These must serve $\frac{1}{2}$ pint of the mixture to each person. This mixture may be flavored with sugar, vanilla, syrup, L.L.L.ses, or chocolate (chocolate least desirable).

N.C.T.A Urges Appointment of Negroes on Policy-making Board

A resolution urging the appointment of qualified Negroes on local, State and National policy-making boards and committees and the employment of Negroes in all divisions of the government was passed at the annual convention of the North Carolina Teachers Association which was held last April. This Association is composed of a membership representing the Negro personnel of State institutions of higher learning, administrators and teachers in the public and private elementary and secondary schools and other interested educational workers.

The resolution reads as follows:

"In recognition of the fact that the Negro constitutes a large segment of the population of our State and nation, and in further recognition of the fact that problems involving Negroes can best be solved with the advice and counsel of Negroes; we strongly urge the appointment of qualified Negroes on local, State and national policy-making boards and committees and the employment of Negroes in all divisions of the government, among which are: (1) the North Carolina State Board of Education, (2) the North Carolina State Textbook Commission, (3) all divisions of the State Department of Education, (4) the Local Boards of Education, (5) the North Carolina Veterans Commission, (6) the Veterans Training Service, (7) the Veterans Counseling Service, (8) the Veterans Administration, and (9) the North Carolina Rehabilitation Department."

Essay Contest Announced

"America's Contribution For a Permanent Peace" is the subject of an essay contest sponsored by the American Legion Auxiliary and open to junior and senior high school students in every State in the Union, the District of Columbia, Alaska, Hawaii, and Panama.

Prizes will be 52 sets of the new 1947 edition of the World Book Encyclopedia, one for a winner of each legion department, donated by the publishers for the seventh successive year. In addition to a set of the World Book, the author of the essay judged to be the best of all essays submitted will receive a cash award of \$100.

Colorful posters announcing conditions of the contest have been prepared and may be obtained without charge for posting on bulletin boards in libraries and school rooms. A reading list, prepared by the trained librarians of the Quarrie Reference Library, may also be secured on request as an aid for young people entering the contest. Address inquiries to: The Reference Library, World Book Encyclopedia, The Quarrie Corporation, 35 East Wacker Drive, Chicago 1, Ill.

Reading Seminar To be Held

The 1947 annual Seminar on Development Reading will be conducted by the Reading Clinic Staff, Department of Psychology, Temple University, from February 3 to 7, inclusive. Lectures, demonstrations, and discussions will be used to develop the central theme: *Differentiated Corrective and Remedial Reading*.

Nationally known specialists in reading and related fields will conduct the seminars and demonstrations.

Enrollment is limited by advanced registration. For copies of the program and other information regarding this one-week institute, write to Dr. Emmett Albert Betts, Reading Clinic, Temple University, Philadelphia 22, Pa.

Recreation Films Released

Release of the first motion pictures ever produced to assist civic and community groups in promoting and expanding all-age, year-round municipal recreation programs and facilities was announced recently by Theodore P. Bank, president of The Athletic Institute, Chicago, a non-profit organization devoted to the advancement of athletics and recreation in America.

The films, entitled "Playtown, U.S.A." and "\$1,000 For Recreation," dramatically emphasize the need for neighborhood community recreation facilities and programs for children, teen-agers and adults and show step-by-step measures applicable to use by average American towns and cities in accomplishing successful recreation-for-all programs. Both films, 16mm, sound, full-color productions, are to be made available for showings to community organizations by the New York, Chicago, Dallas and San Francisco offices of the Y.M.C.A. Motion Picture Bureau.

President Truman Vetoes Language Bill

The President has withheld approval of a bill passed by the legislature of Puerto Rico, and transmitted to him for signature after it had been vetoed by Acting Governor Manuel A. Perez, which would have authorized the use of Spanish for teaching purposes in the public schools of Puerto Rico. At the same time the bill would have made the teaching of English compulsory in the island's schools. In returning the bill without his approval, President Truman informed Governor Jesus T. Pinero that he considered a satisfactory solution to Puerto Rico's political status to be of greater importance at the present time than any other measure, and expressed his belief that approval of the language bill would merely serve to confuse and retard efforts to find a solution to the problem of political status.

Stop Cheating Your Children

"To our everlasting shame, we have managed to make school teaching one of the most discredited professions in America. In fact, as you read this article, the greatest educational exodus in history is taking place all around us . . . Shameful exploitation of our teachers is sabotaging our educational system . . . Unless corrective action is taken quickly . . . Irreparable damage will be done . . . In plain words, we are cheating our boys and girls of their right to the kind of education they deserve . . . One out of eight teachers in America today is brand new on the job. What is worse, one out of 10 holds an emergency certificate. Do you know what an emergency certificate is? It is a permit granted to unqualified teachers—teachers who can't meet school board requirements . . ."—From Charles Harris's article, "Stop Cheating Your Children," in *Coronet*, October, 1946.

Supt. Erwin Suggests Giving Influenza Vaccine to Children

In a recent letter to county and city superintendents State Superintendent Clyde A. Erwin suggested the influenza vaccine be given to school children. "It has occurred to me," Superintendent Erwin stated, "that we could give splendid co-operation in the program in our schools and thus help ward off possible epidemics which might result in substantial interference with out attendance records, and what is more important prevent serious health hazards to our children."

Superintendent Erwin also called "attention to the fact that ringworm has been discovered in some of our schools in this State and that we ought to do everything we can to help locate these cases." He suggested that superintendents and teachers co-operation with health officials in helping to control these two health matters.

Former Department Member Now College Dean

Dr. A. E. Manley, formerly Supervisor of Negro High Schools of the State Department of Public Instruction, is now Dean and Head of the Department of Education of the North Carolina College for Negroes, Durham. Dr. Manley had been on leave of absence from the Department taking work at Stanford University, where he received his doctoral degree last summer. He joined the State Department in the fall of 1941, having been principal of the Stephens-Lee High School of Asheville. He received his B.S. degree in 1930 from the Johnson C. Smith University, Charlotte, and his M.A. from Columbia University in 1938.

Curriculum Guide on Fire Prevention Prepared

The U. S. Office of Education has prepared a Curriculum Guide which shows how children of elementary school age can be taught to achieve proper attitudes, correct information and some skill in preventing and controlling fires. Children will, in turn, carry this fire cognizance to adults in the home.

The Curriculum Guide includes chapters on the Why, Where and How of fire protection education. It states that, in spite of current educational efforts, 10 children die each day as a result of school fires. It contains fire-loss statistics to startle the most lethargic. "It-can't-happen-here" attitude. From there the guide continues with strong arguments for fire protection.

Although the guide is the result of extensive study and contains a wealth of facts to guide the educator in the subject of fire prevention and fire protection, it is intended . . . "To be used merely as a suggestive outline . . . upon which curriculum planning groups and teachers may draw in developing programs of fire safety education suited to their local needs."

The Curriculum Guide to Fire Safety is slanted at fire education in elementary schools and is available to individuals, schools and boards of education through the United States Government Printing Office, Washington 25, D. C., at 10 cents per copy.

New Publications Issued

The following three publications have been received from the press by the State Department of Public Instruction:

Planning and Equipping the School Library.

State Adopted Textbooks.

Educational Directory, 1946-47.

The first-named publication, prepared by Mrs. Mary Peacock Douglas, State School Library Advisor, presents the general principles of school library planning. It is illustrated with drawings of the lay-out and equipment needed in the school library. It is designed to give practical help in the planning and equipping of the library.

The second publication is a 16-page leaflet listing all State-adopted textbooks, both basal and supplementary for elementary and high schools.

The last named bulletin is the 1946-47 edition of the directory prepared annually by the Department.

Copies of each of these publications have been sent to superintendents and other school people. Additional copies are available from the Division of Publications, State Department of Public Instruction, Raleigh, N. C. A charge of 25 cents each is made for the Library Bulletin.

Supt. W. Frank Warren Nominated A.A.S.A. Presidency

W. Frank Warren, Superintendent of the Durham city schools, has been nominated for the presidency of the American Association of School Administrators. Superintendent Warren is now one of the vice-presidents of this national organization.

State Superintendent Clyde A. Erwin has endorsed Superintendent Warren for this high office. In a recent letter he said in speaking of Superintendent Warren, "He is one of the ablest and most effective superintendents in this State and has given to North Carolina a distinguished educational leadership." He has asked county and city superintendents to support Superintendent Warren's candidacy.

Dr. Sutton Delivered Three Addresses

Dr. Willis A. Sutton, Guest Lecturer of the *Reader's Digest*, delivered three addresses in the State on January 6, 7 and 8, under the sponsorship of the North Carolina School Board Association. Dr. Sutton was formerly superintendent of the Atlanta, Ga., schools.

On January 6 Dr. Sutton spoke in Greensboro, on January 7 at Charlotte, and on January 8 at Goldsboro. Each meeting was attended by school board members, local committeeman and other people interested in the public schools. Dr. Sutton's addresses dealt with the relation of education to the welfare of the State and nation.

"Better Health" Published

Better Health, a bi-monthly publication published by the North Carolina Social Hygiene Society, made its first appearance as Volume I, No. 1, in December, 1946. The purpose of this new State publication, according to its lead editorial, "will be to maintain close observation of developments, and to carry to its readers as many of the essential facts about them as possible, thus seeking to make a contribution to that public understanding of health problems upon which truly effective co-operation must be based. The publication will be interested especially in the work of all who are engaged in programs designed to promote healthful living and thus to erect strong, natural defenses against the spread of disease."

The Editorial Board is composed of Dr. William P. Richardson, Eleanor Doak Safram, William W. Hinnant, Jr., Talmage C. Johnson, and Capus Waynick.

Membership dues of \$1 a year in the North Carolina Social Hygiene Society include the subscription to *Better Health*.

69.1% of General Fund Expended for Public Schools in 1945-46--39.1% of All State Funds

● Calculations based upon statements released by the Budget Bureau show that expenditures from State funds for public schools during 1945-46 represented 69.1 per cent of the expenditures from the General Fund and 39.1 per cent of the total expenditures from all State funds—the Agriculture Fund, the State Highway and Public Works Fund, and the General Fund combined.

The expenditures from these various funds were as follows:

| | |
|-----------------------|-------------------------|
| Agriculture Fund..... | \$ 724,086.00 |
| Highway Fund..... | 51,632,407.00 |
| General Fund..... | 68,212,503.00 |
| Total | \$120,568,996.00 |

Expenditures for public schools were \$47,158,447.00, all from the General Fund.

The accompanying tables show the availability of State money for the three funds, the expenditures for these respective funds, and the balance on hand in each respective fund on June 30, 1946. As table I shows the total funds available including Federal funds for highway purposes were \$220,268,986.00. Of this amount the sum of \$120,568,996.00 was actually expended, leaving a balance on hand including the postwar reserve fund of \$99,699,990.00.

Table II shows the sources of the revenue realized for the General Fund of the State, and the purposes for which these funds were expended. It will be observed that more than 80 per cent of the State's revenue for operating the State's governmental agencies, institutions and public schools comes from income taxes, sales taxes and franchise taxes. This table also reveals that of the total funds expended the public schools received \$47,158,447.00 or 69.1 per cent of the total expenditures from the General Fund.

I. Availability of and Expenditures From All State Funds, 1945-46

| | Availability | Expenditures | Balance June 30 |
|---------------------------------|-------------------------|-------------------------|-------------------------|
| A. Agriculture Fund: | | | |
| Credit balance, July 1..... | \$ 792,905.00 | \$ | \$ |
| Total revenues..... | 833,962.00 | ..... | ..... |
| Total availability | 1,626,867.00 | 724,086.00 | 902,781.00 |
| B. Highway Fund: | | | |
| Credit balance, July 1..... | \$ 46,816,251.00 | ..... | ..... |
| Motor vehicle revenue | 44,175,032.00 | ..... | ..... |
| Other revenues | 3,005.00 | ..... | ..... |
| Federal aid..... | 11,459,610.00 | ..... | ..... |
| Total availability | 102,453,898.00 | 51,632,407.00 | 50,821,491.00 |
| C. General Fund: | | | |
| Credit balance, July 1..... | \$ 25,735,050.00 | ..... | ..... |
| Total revenue..... | 90,453,171.00 | ..... | ..... |
| Total availability | 116,188,221.00 | \$ 68,212,503.00 | *\$47,975,718.00 |
| Grand Totals..... | \$220,268,986.00 | \$120,568,996.00 | \$99,699,990.00 |

*Includes \$20,537,701.00 postwar reserve fund.

II. Availability and Expenditures From the General Fund, by Object, 1945-46

| | |
|---|-------------------------|
| A. TOTAL CREDIT BALANCE, JULY 1..... | \$ 25,735,050.00 |
| Revenue— | |
| Inheritance taxes | \$ 1,702,176.00 |
| Licenses | 2,674,110.00 |
| Franchise taxes | 8,471,074.00 |
| Income taxes | 37,903,173.00 |
| Sales taxes | 26,554,843.00 |
| Beverage taxes | 6,834,704.00 |
| Gift taxes | 106,991.00 |
| Intangible taxes | 809,222.00 |
| Freight cars | 48,421.00 |
| Insurance..... | 2,881,401.00 |
| Miscellaneous | 3,630.00 |
| Nontax revenue | 2,463,426.00 |
| Total availability | \$116,188,221.00 |

(Continued on page 7)

State Board Adopts Report Recommending State Aid for \$100,000,000 School Building Program

The State Board of Education at its regular meeting on December 5 adopted the report of its building committee which disclosed the need of \$100,000,000 worth of new school buildings in the State and which recommended that the State participate in a five-year school construction program to the extent of \$25,000,000. The report proposes that the \$25,000,000 State aid be provided as an equalization fund to be distributed to the counties on the basis of need. The committee was authorized to prepare recommendations in final form for the Governor to be presented to the General Assembly which is now in session.

The program was drawn up by a special committee headed by D. Hiden Ramsey, board member representing the eighth educational district. It envisages the further consolidation of rural schools. In one county, the report points out, there are 31 one-teacher schools. It was pointed out also that the taxable property valuation varies widely from county to county—from \$953 per school child in Ashe to \$11,000 in Durham—that State aid is essential before many counties can provide the necessary buildings and equipment. At present the entire cost of schoolhouse construction is borne by the local unit. This commitment of the State Board to a policy of State aid in the construction of buildings, therefore, according to educational leaders, represents a definite step forward. Of course, everyone understands, it will be up to the General Assembly to make the appropriation for this purpose and to indicate where the money comes from and how it shall be distributed, if and when appropriated.

New Veterans Education Committee Staff Announced

A. L. Olmstead, of Raleigh, has been employed to take the place of J. D. Taylor as executive secretary of the Veterans Education Committee, it was announced recently by J. Warren Smith, Director of Vocational Education, under whose immediate direction the administration of the committee functions. Mr. Taylor resigned on December 14, to accept work with the Veterans Administration, with offices at Richmond, Va.

The Veterans Education Committee which meets every Monday is composed of Dr. James E. Hillman, State Department of Public Instruction, chairman; J. Warren Smith, J. Henry Highsmith, C. H. Warren and N. C. Newbold, also of the State Department of Public Instruction; C. L. Beddingfield of the State Department of Labor and the executive secretary Mr. Olmstead. Wiley M. Pickens, Administrator for the State Veterans Administration, meets with the committee as consultant. The committee is charged with the responsibility of inspecting, approving and supervising institutions for on-the-job and other training for veterans.

Mr. Smith also announced the appointment of three area supervisors for offices at Winston-Salem, Asheville and Wilmington. Jesse R. Simmons will be located at Winston-Salem, J. Reid Maloney at Asheville, and John E. Martin at Wilmington. Three other area offices at Charlotte, Raleigh and Williamston, will be established just as soon as personnel can be found. Mr. Smith stated, "From these area offices we expect to have a large enough number of personnel to do all the work necessary in connection with that part of the Veterans Education Program that is the responsibility of the State Veterans Education Committee."

Negro History Week Announced

Negro History Week will be celebrated throughout the nation beginning February 9, it was recently announced by C. G. Woodson, Director of the Association for the Study of Negro Life and History. The theme for this year's celebration is "Democracy Possible Only Through Brotherhood." Write Director Woodson, 1538 Ninth St., N. W., Washington 1, D. C., for further information.

Aviation Institutes Held

Two Aviation Institutes for teachers were held in November under the sponsorship of the State Department of Public Instruction and the Civil Aeronautics Administration. Plans for the Institutes were worked out by Mr. John E. Sims, Aviation Education Consultant for the Civil Aeronautics Administration and A. B. Combs, of the Department of Public Instruction.

The Institute at Winston-Salem on November 2 was attended by about 30 teachers. The Institute in Charlotte on November 9 was attended by 25 teachers. The following activities of the Institutes will indicate the program which was prepared for the teachers:

- 1, Registration; 2, Airport Traffic Control; 3, Airplane Ride; 4, Airline Reservations and Operations; 5, Maintenance; 6, Luncheon; 7, Preview of Weather Operations; 8, Weather Observations; 9, Weather Analysis; 10, Communications.

New Hanover County Has Handbook for School Personnel

The Board of Education of New Hanover County, which includes the city of Wilmington schools, has issued a "Handbook for School Personnel," which according to State Superintendent Clyde A. Erwin is "one of the best handbooks of this kind that has come to my attention."

This Handbook is well prepared from a mechanical viewpoint having been multigraphed and bound with a stiff cover paper. The contents include the school calendar, the school personnel, statements concerning both elementary and secondary education, rules about various phases of the school business, and suggestions for their improvement. Under the "Know Your School" section it is shown that over a million dollars is spent on public education in that county, \$664,281.74 of the amount furnished by the State and \$355,996.49 by the county. The value of all school buildings and equipment is listed at \$4,900,000.

69.1% OF GENERAL FUND EXPENDED FOR PUBLIC SCHOOLS IN 1945-46

(Continued from page 6)

B. EXPENDITURES

Other Than Schools—

| | |
|----------------------------------|--------------|
| General assembly | \$ 12,648.00 |
| Judicial | 459,237.00 |
| Executive & administrative | 4,088,195.00 |
| Educational institutions | 5,026,480.00 |
| Charitable and correctional | |
| institutions | 5,580,511.00 |
| State aid and obligations | 5,389,068.00 |
| Pensions | 364,898.00 |

\$ 20,921,037.00

Less reimbursement from
prior years 18,839.00 \$20,902,198.00

Public Schools 47,158,447.00
Debt Service 151,858.00

Total expenditures from General Fund \$68,212,503.00
Balance June 30 *47,975,718.00

*Includes State postwar reserve fund of \$20,537,701.00.

STATE SCHOOL FACTS

Stephen D. and John Pool

Since Stephen D. and John Pool each served a relatively short time as State Superintendent of Public Instruction, a total of approximately two years, they will be treated here together.

Stephen Pool's Administration

Stephen D. Pool succeeded Alexander McIver on November 18, 1874. He had fought in the war as a colonel and afterwards had been an editor at New Bern. He was a member of the State Literary Board in 1866. (See Legislative Document No. 6, 1866-67.) He was principal clerk of the House of Representatives when he became State Superintendent (see Legislative Document No. 3, Auditor's Report, p. 87).

During his tenure as State Superintendent, he was also a member of the Historical Society of North Carolina. (See Battle's History of the University of North Carolina.)

There doesn't appear to be any information as to his birth, education and death. He was a cousin of Solomon Pool from Elizabeth City, who was president of the University during Reconstruction days; and therefore he, too, evidently was born and reared in Pasquotank County. No information as to his education has been found. By the fact that he held the position named above, he evidently had participated in the political activities of his party, the Conservative Democrats. He was selected by the executive committee of that party as the candidate for State Superintendent.

He was one of the members of the Pool family who did not join the Republican party. According to Hamilton, "McIver had proved himself efficient and should have been retained as superintendent. Here the conservatives had a fine opportunity to take the office permanently out of

Pool had written the State Democratic Committee announcing that under no circumstances would he be a candidate for renomination for State Superintendent of Public Instruction. Two weeks later the Washington "National Republican" charged that Pool was a defaulter to the Peabody Fund. On June 10, Pool wrote a letter admitting his guilt and resigned effective June 30, 1876, the close of the school year. According to Noble, "the amount was small and was said to have been used in paying for a house and lot in Raleigh with the intention of replacing every dollar, but, before he could do so, his action became known to the public."

"All has been done in my power," Pool wrote, "to repair the wrong. I have committed, and sooner or later, God giving me health and strength, full and complete, restitution of every dollar shall be made."

Information as to whether he fulfilled this intention and as to his remaining life is not available.

John Pool

On July 26, 1876, six weeks following Pool's resignation (June 10), after the Republican State Convention met and adjourned, the Raleigh "Sentinel" said:

"In spite of Governor Brogden's efforts at secrecy, it has leaked out that he has appointed John Pool, of Pasquotank County, ex-United States Senator and ex-adviser of Governor Holden to employ pirates to murder the late Hon. William A. Graham and other prominent men in the state, to fill the vacancy in the office of superintendent of public instruction and he has accepted. McLindsay to the front. Comment is unnecessary."

Pool was elected with a majority of over 14,000.

to the office on the Democratic ticket. The Dictionary of American Biography (pp. 64-65) contains this sketch of him:

"Pool, John (June 16, 1826-Aug. 16, 1884), senator, was born in Pasquotank County, N. C., the son of Solomon and Martha (Gaskins) Pool. He was prepared for college at home and was graduated from the University of North Carolina in 1847. He was admitted to the bar in the same year, and while he soon became successful, he never liked his profession. In 1856 and again in 1858 he was a member of the state Senate and made such a reputation for ability that in 1860 he was nominated by the Whigs for governor. He made a brilliant campaign and, in spite of the influence which the national crisis exerted in behalf of the Democratic party, was defeated by only 6,000 majority. A strong Union man, he took no part in the secession movement. In 1861 the Confederate commissioner of loans sought his assistance in the work of his office and Pool made public the terms of the loan, but evaded taking subscriptions and sought to discourage them. By this time he had made up his mind not to participate in any way in the war, but in 1864, having moved to Bertie County, he became a peace candidate for the state Senate, stating afterward in justification that he did so only to work for peace and to embarrass the Confederate government. In the legislature he introduced peace resolutions which provided for the appointment of peace commissioners by the state, and which were, of course, defeated.

"Pool was a member of the constitutional convention of 1865-66 but took no prominent part in its work. He was also a member of the state Senate in 1865. He supported William H. Holden for governor but he was a close friend of Jonathan Worth who was elected, and, both political groups in the state claiming him as a member, he was elected to the United States Senate. While attempting without success to secure his seat, he made public his reason

cleverly and carefully manufactured accounts of outrages chiefly mythical, and told them when they should be released. The evidence is very strong, in spite of his vehement denials, that he suggested to Governor Holden the use of an illegal armed force to carry the state election of 1870 and to punish the leaders of the opposition party. Through him some of the leading features of the North Carolina anti-Ku Klux laws were incorporated in the National Ku Klux Act. He declined an appointment in January, 1871, as one of the committee to investigate disorders in the South, but he spoke constantly on the subject in the Senate and urged strong measures (Congressional Globe, 42 Cong., 1 Sess.). He failed of re-election in 1873 but remained in Washington practising law until 1876 when he went to North Carolina to accept an appointment as superintendent of public instruction to fill a brief vacancy. He then returned to Washington where he spent the rest of his life. He was quite successful, but increasingly he lost interest in his profession and gave more time to the organization of peace propaganda. He joined a labor organization in 1876 and left the Republican party and in 1880 he became a Democrat. He died in his sleep from heart disease. A man of unusual ability, he was at his best in debate, where he was easy and effective. He was handsome with a graceful and suave manner which softened many political asperities. He was twice married: first to Nardissa D. Sawyer of Elizabeth City, and upon her death to Mollie Mebane of Bertie County."

The Schools

As stated John Pool made his report as Superintendent of Public Instruction to the Governor. This report is dated November 14, 1876. "The statistics given in this report are, therefore, based upon an estimate made by adding to what has been reported the supposed average for the counties from which no reports have been received." Some of

Public school houses for white children 1,934
Public school houses for colored children 1,846

to the United States Senate. Article 1, Section 3, of the Constitution provides that the Senate shall have the sole power to confirm and reject appointments made by the President. The Senate also has the power to ratify and reject treaties made by the President. The Senate is composed of 100 members, two from each State and two from the District of Columbia. The members are elected by the legislatures of the States and the District of Columbia. The Senate is a body of men and women who are chosen to represent the people of the United States. They are elected to six-year terms, and one-third of the Senate is elected every two years. The Senate is a powerful branch of the government, and it plays a key role in the process of making laws and appointments. It is a body of men and women who are chosen to represent the people of the United States. They are elected to six-year terms, and one-third of the Senate is elected every two years. The Senate is a powerful branch of the government, and it plays a key role in the process of making laws and appointments. It is a body of men and women who are chosen to represent the people of the United States. They are elected to six-year terms, and one-third of the Senate is elected every two years.

R. Furner. Neither of the two candidates, Pool or Purnell, was in any way qualified for the position, but Pool was elected with a majority of over 14,000.

Pool made no report as did his predecessors in office. Noble² says, however, that "He moved along the same lines of service that had been followed by his immediate predecessor, Alexander McIver. He could have hardly done otherwise because like McIver, he was held at the Capitol by lack of funds for traveling expenses and by having to do all the clerical work of the office."

The Peabody Fund

The Peabody Fund was an endowment which had been created in 1867 by George Peabody, wealthy native of Massachusetts, to aid the educational effort in those "portions of our beloved and common country which have suffered from the destructive ravages, and not less disastrous consequences, of civil war." The annual revenue from the original \$2,000,000 fund was used to give assistance to public free schools, to stimulate and encourage local initiative and community effort.

According to the records North Carolina was one of the first states to participate in this fund. In 1874 more than \$12,000 was distributed to 30 different schools mostly in the towns and cities. "By 1875," Knights says "the schools aided by the Peabody Board were numerous in the State and the appropriations were larger than for any other year. Interest in public education was gradually increasing, though the State was not yet making equal educational progress with Virginia. The successful operation of such schools and the five discussion of education soon led to the conviction that public schools were a necessity."

According to agreement the State Superintendent acted as agent to the Fund in North Carolina. This enabled him to visit many different parts of the State in the interest of education, since he had no travel allowance. He found as a result of these visits, he declared, that the people were "apathetic" and that the public schools were languishing everywhere.

On March 17, 1876 the Raleigh "Sentinel" stated that Colonel S. D.

about this second Pool²:

"John Pool, a man of conspicuous ability, was a notorious Republican partisan, a party man out of a job, a lawyer in Washington, D. C., with scarcely a client, a man with no record as an educator, and a Republican whom even his political friends had not nominated or even mentioned for the nomination on the floor of the Republican state convention, but he was a strict party man in need of a salary, and it had leaked out near the end of July, after a silence of six weeks from the date of S. D. Pool's resignation that he had been appointed. Strange to say, Brogden announced in his message, November 21, 1876, that he had appointed John Pool on July 1, 1876. He also said to the legislature 'I respectfully invite your attention to the interesting report of the Superintendent of Public Instruction.' In the report, Superintendent Pool, however, says that he had been in office only a few months, and that his acquaintance with the working of the public school system did not justify his 'suggesting any improvement in the school law.' In closing his report which was based mainly on statistics collected by his predecessor, S. D. Pool, he expressed the opinion that the school system could be improved by sending the state superintendent to study the systems in other states, in fact, he thought that it would be a most useful expenditure of money to send a 'Board of Commissioners' to other states to gather information and report their findings to the legislature. His report contains the following extract from Dr. Sears' report to the Peabody trustees, August 3, 1876, in regard to S. D. Pool, his own cousin and fellow county-man, 'The State Superintendent who was chargeable with irregularities—I do not say intentional fraud—in handling the funds, has resigned, and no successor has yet been appointed in his place.' He repeated the often made recommendation of his predecessors for providing county superintendents of schools and declared that "an increase of salary of the state superintendent, or provision for paying his travelling expenses, would be a more effective measure to adopt."

Pool held office until January, 1877, when he was succeeded by John C. Scarborough, duly elected

White school districts.....

Colored school districts.....

Public school houses for white children.....

Public school houses for colored children.....

Private school houses for white children.....

Private school houses for colored children.....

TOTAL

Academies for white children.....

Academies for colored children.....

Colleges for white children.....

Colleges for colored children.....

White male teachers.....

White female teachers.....

Colored male teachers.....

Colored female teachers.....

TOTAL

Total amount of money disbursed during the year ending June 30, 1876, was for

White schools.....\$200,833.95

Colored Schools.....118,444.00

School houses.....14,885.19

TOTAL.....\$334,163.14

and the next legislature did not re-elect him. He then definitely identified himself with the Radicals but was never so partisan and prospective as most of his associates. He urged Governor Worth to accept the demands of Congress while they were relatively moderate and in December 1866 went to Washington and seeking out Thaddeus Stevens, whom he had never met, urged him to exempt North Carolina from the general plan of reconstruction. In 1867 he introduced resolutions demanding universal suffrage, restriction of the taxing power of the legislature in order to avoid the quasi-confiscation which he feared would come, and the immediate removal of all disabilities. These were voted down and he withdrew from the convention of 1868 and went to Raleigh and held a meeting of Republican leaders in the hope of checking it. He could do nothing but continued in the party, and in 1868 was elected to the United States Senate and admitted.

"In the Senate, while partisan, he still favored removal of disabilities and introduced bills relieving many persons. He was bitterly aroused by the Ku Klux movement and in Washington furnished newspapermen with

"It seems to me," Superintendent Pool said, "from the short experience I have had in superintending our Public Instruction, that the most pressing want is for properly trained teachers."

Finally Superintendent Pool stated that, "The School Laws are not fully observed and executed in many counties in the State. In some districts no schools are kept. There is irregularity, amounting, in some instances, to confusion, in the manner of conducting school matters. The reports required by law are not promptly made, and in many cases are not made as the law requires. . . . Not much real improvement in the school system and in the conduct of the schools need be expected until some provision is made to have the schools more closely supervised by a common head. An officer for each county, charged with this duty in the respective counties, might accomplish much; but an increase in the salary of the State Superintendent, or provision for paying his travelling expenses, would be a more effective measure to adopt."

¹ HAMILTON: *Reconstruction in North Carolina*.

² NOBLE: *A History of the Public Schools of North Carolina*.

³ KNIGHT: *Public School Education in North Carolina*.

Board Adopts Resolution Commending T. E. Browne As Vocational Director

● At its regular December meeting the State Board of Education adopted the following resolution concerning the retirement of T. E. Browne as Director of Vocational Education:

"Whereas, for nearly 30 years Mr. T. E. Browne has directed the program of Vocational Education in North Carolina and may be said to be the father of vocational education in this State, having come into the directorship at the very beginning of the program, and

"Whereas, during his long and distinguished period of service he has given to the people of the State a program of vocational education which is outstanding in the nation, and

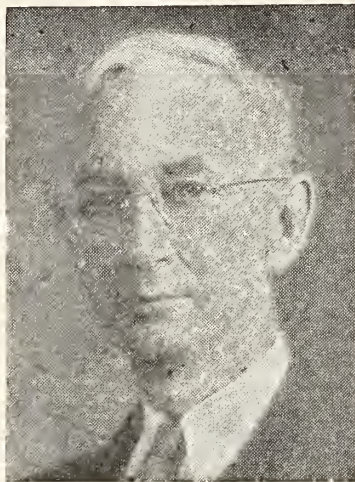
"Whereas, from comparatively simple beginnings, the program has spread until it covers practically every phase of vocational need in the public schools, and in the language of Mr. Browne himself 'has helped to lift the level of living of our people' and to provide for them opportunities to expand the horizon of their own lives, and

"Whereas, his sterling character, his fine qualities of leadership, his patience and his courage have been an inspiration to those who have worked with him, and the efficiency of his administration has won the confidence of legislative bodies as reflected in constantly increasing appropriations for vocational services in the schools.

"Now, Therefore, Resolved that in view of the long and distinguished service to the State and in view of the splendid qualities which have endeared T. E. Browne to its people, the State Board of Education wishes to express for itself and for the State sincere appreciation for his splendid services, its warm and abiding friendship for him as a man, and its commendation for the faithful and devoted manner in which he has interpreted the objectives of vocational education for the benefit of the people, and hereby extends best wishes to him for a period of retirement in which he may find peace and satisfaction from the knowledge of a great job faithfully performed."

Mr. Browne came with the Department of Public Instruction as Director of Vocational Education in 1917 following the passage of the Smith-Hughes Act making provision for instruction in vocational education in the States. Prior to becoming State Director, he was Assistant Farm Demonstration Agent in charge of boys and girls club work, lecturer at farmers' organizations, county superintendent of his home county of Hertford and high school teacher. He graduated from Wake Forest College in 1902 with an A.B. degree and in 1925 he received his M.S. degree from Columbia University. He has held numerous positions with State and national organizations concerned with vocational education.

Mr. Browne retired on September 1, 1946, as State Director of Vocational Education and was succeeded by J. Warren Smith. He is at present Direc-



tor of the Division of Teacher Education at State College to which position he originally gave part-time service.

Randolph Teachers Praise Workshop Meetings

Workshop meetings which were attended by Randolph and Asheboro teachers last November were judged to be the "best project we've ever had." County Superintendent T. Fletcher Bulla, in commenting on these teacher meetings, stated results in the form of better instruction had already been shown in the schools. More art supplies and additional books were requested immediately, he said.

The following persons led in the discussions and demonstrations considered at these conferences:

Miss Hazel Johnson, Randleman, had charge of the music workshop.

Miss Birdie Holloway of Womau's College led the group in the music study.

Miss Mae Blackwelder, Asheboro, taught the art course.

Miss Kate Bulla taught the reading course.

These local teachers were assisted by Miss Hattie Parrott and Mrs. Mary Peacock Douglas of the State Department of Public Instruction and Miss Grace Carter representing a publisher of primary reading books.

Teachers Report Plan for Helping Children of Other Counties

A committee of teachers at Teachers College, three of whom were North Carolinians, recently reported on a plan as to "What Children in This County Can Do for Other Children."

This report gave a list of the various organizations interested in promoting good will and giving assistance to children in other counties with suggestions as to activities that schools could engage in the promotion of these activities. A copy of this report may be secured from Miss Julia Wetherington, State Department of Public Instruction, Raleigh, North Carolina.

North Carolinians Attend A.V.A. Meeting December 4-7

A number of North Carolinians attended the annual meeting of the American Vocational Association which met in St. Louis on December 4-7. Among those from this State were the following: J. Warren Smith, State Director of Vocational Education; Catherine Deunis, State Supervisor of Home Economics; T. Carl Brown, State Supervisor of Distributive Education; C. H. Warren, Director of Vocational Rehabilitation; A. L. Teachey, State Supervisor of the Veterans Farmer Training Program; Ella Stephens Barrett, State Supervisor of Occupational Information and Guidance; Rose Mary Codell, Assistant State Supervisor of Home Economics; Martin L. Rhodes, Superintendent of the Vocational Textile School at Belmont; John R. Ludington, Consultant for Industrial Arts; L. E. Cook, Professor of Vocational Education at State College; Viva Playfoot, Professor of Home Economics Education of Woman's College; Forest T. Selby of the Charlotte Technical School; and H. K. Collins of the Durham city schools.

A highlight of the meeting for the North Carolina delegation was the banquet at which Congressman Graham A. Barden was the speaker. At this banquet the membership of the North Carolina Vocational Association presented Mr. Barden with a life membership in the A.V.A.

Topics discussed at the meeting included: (1) New features of the George-Barden bill and revised policies of the U. S. Office of Education concerning vocational education; (2) The new reorganization plan which has been put into effect by the Office of Education; (3) The Veterans Farmer Training Program; (4) The training programs suitable for industrial establishments; and (5) Means of strengthening the secondary school program to serve better the 60 per cent of the students who are not now getting the life adjustment service which they need.

More Than Two Thousand Persons Were Rehabilitated in 1946

● A total of 2,031 physically and mentally handicapped civilians of working age were prepared for and placed in jobs during the 1946 fiscal year, C. H. Warren, Director of Vocational Rehabilitation, stated recently in an article prepared especially for the daily press.

After receiving services from the North Carolina Division of Vocational Rehabilitation, these disabled people benefitted economically by having their rate of earnings rise from \$451.36 a year before rehabilitation to \$1,467.96 a year after rehabilitation, an increase of 325 per cent, Mr. Warren said.

In addition to those rehabilitated into employment, 4,760 men and women from civilian ranks were receiving rehabilitation services at the close of the year, Mr. Warren said. This represents an increase of 32 per cent over the total receiving rehabilitation services at the close of the preceding year.

North Carolina expended \$164,372.68 during the fiscal year to accomplish these results, and, in addition, the Federal Government through the Federal Security Agency's Office of Vocational Rehabilitation made available \$296,714.80 to defray all North Carolina administrative costs and one-half of its case service expenses. The cost of completed rehabilitations into jobs averaged \$227.03 per case in North Carolina, a non-recurring cost which stands out strikingly when compared to the \$250 to \$300 which is expended each year for the support of a dependent adult, Mr. Warren continued.

To be eligible for vocational rehabilitation services under the State-Federal program, a man or woman must be of working age; must have a physical or mental impairment which prevents his obtaining a job or interferes with his working in accordance with his best abilities; and must have a reasonably good chance of benefitting from the comprehensive program which is provided in North Carolina.

Library Scholarship Announced

A sum not to exceed \$15,000 for teachers or librarians who wish to attend summer school next summer has been made available by the General Education Board, it is announced by J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction.

"This summer school," Dr. Highsmith stated, "may be either one of two types—the workshop type or the regular summer school type . . . The scholarship will pay \$50 for six weeks or \$25 for three weeks. Scholarships will be awarded on the basis of need. The State Library Supervisor will work with the director or teacher of library science in any institution in the selection and allotment of persons to whom scholarships will be given."

Concord Classroom Teachers List Facts Concerning Teacher Pay

Under a "Did You Know" title, the classroom teachers of Concord give a 20-item list of "facts concerning individual teacher pay," which they say "would not be tolerated by a thinking citizenship were they more widely known." Following the 20th item, three admonitions addressed to businessmen, parents and citizens, respectively are stated.

"Businessmen, don't complain," says the first, (a) If your secretaries can't spell; (b) If your bookkeepers can't add. "Parents, don't complain," the second reads, "(a) If your boys and girls show lessening interest in securing an education; (b) If your children are not learning as rapidly as you like." "Citizens, don't complain," reads the third, "(a) If juvenile delinquency is on the increase; (b) If the level of our nations best seller list is dropping; (c) If our people don't know how to mark a ballot—when they are interested enough to attend the polls."

The 20-item "did-you-know" list is as follows:

1. That teachers are paid for 180 days out of the year, but must eat and pay board for 365 days?

2. That teachers are "docked" for being sick at the rate of \$4 per day—pay that goes out of their salary for a substitute—and that this \$4 is more than the annual daily "take home" wage of the teacher with less than 10 years of experience?

3. That if no substitute is available a situation usually handled by having a student in charge of the class or having a fellow-teacher to double up, the salary still does not go to the teacher?

4. That, when conditions exist that are beyond teacher control—such as schools closed because of bad roads or epidemics—the teachers are "laid off" without pay and yet are required to stay in the community "on call" paying room and board?

5. That teachers are not allowed to determine for themselves what constitutes a legitimate absence from business?

6. That teachers receive no overtime pay, and yet are expected to spend after school hours grading papers, conducting extra curricula activities, and preparing for the next day's work?

7. That the daily "take-home" pay of a teacher is:

Class A requiring a college degree and courses in practice teaching:

| | Day | Hour |
|---------------------------|--------|--------|
| 1 year's experience..... | \$3.15 | \$3.39 |
| 5 year's experience..... | 3.85 | .48 |
| 10 year's experience..... | 4.41 | .55 |

8. That the only way in which a teacher may raise this amount by his own effort is to secure an M.A. degree—requiring an extra year of graduate study—then the amount is:

Graduate certificate—11 years experience, \$4.86 a day, \$.60 an hour.

9. That during the school term of nine months, there is a three weeks period—two weeks at Christmas and one week at Thanksgiving and Easter combined—during which the teacher is "laid off" without pay?

10. That teachers are the only group who do not receive one single holiday with pay—not even Christmas?

11. That teachers are paid according to a school month consisting of 20 actual teaching days, yet must meet their bills according to the calendar month?

12. That the minimum textile wage is \$125 a month per calendar year while the maximum teacher wage is \$135 a month per calendar year?

13. That teachers receive not one cent from around June 10 to October 1?

14. That this situation necessitates the single teacher's having to depend on parents or brothers and sisters for partial summer support?

15. That teachers are the only group required by law in normal times to pay from their own salary for summer school training for each five-year period or lose professional rating?

16. That teachers are financially unable to carry retirement insurance, yet their retirement is very low?

17. That the average maximum teachers salary of North Carolina is less than the nation's minimum average?

18. That the teachers, on those meager wages, are expected to dress neatly, attractively, and tastefully as an example to the children?

19. That in face of financial insecurity and overloaded classrooms, teachers are required to maintain mental health and emotional stability so necessary in the handling of youth?

20. That teachers are supposed to take a six-year-old who does not know A from B, nor 1 from 2, and in 12 years of 180 days each—2,260 days in all—to return to the public a citizen capable of:

a. Voting intelligently in a democratic country bristling with national and international problems.

b. Maintaining a job that will enable him to support himself and a family.

c. Disciplining himself in all the many ways our way of life requires?

Program for Making Outdoor Education Universal American Experience Recommended

• A program for making outdoor experiences a regular part of the American youth's school life, and of the American teacher's training compiled from the recommendations of 40 leading educators, is published in the current issue of *Extending Education*, a bulletin published by National Camp of Life Camps, Inc.

The educators met last summer at National Camp in Sussex, N. J., to study the relation of camping and outdoor life to American education. Delegates represented the U. S. Office of Education, state departments of education, local school systems and National Camp. Divided into three committees, the conferees considered three aspects of outdoor life: (1) its value in education; (2) Its place in teacher training; (3) Development of public support for camping and outdoor education.

Concluded the first committee: "The problems facing civilization today are far broader and more complicated than developing literacy on the one hand and transmitting the typical urban culture on the other. If civilization is to develop satisfactorily—perhaps even to survive—we must somehow create an understanding and appreciation of the fundamental characteristics and laws of nature.

"Outdoor education is too valuable to be longer neglected as a component of education for teachers," concluded the second committee (On Camping and Outdoor Education in Teacher Education).

This committee recommended that camping be introduced as a universal experience of all teachers-to-be, through such agencies as the following: Institutes, such as held at National Camp; college camps for college students (and college-operated children's camps which would serve as practice centers); adult camps sponsored by Y.W.C.A., State and National Park Services, etc.; private and public children's camps.

The third committee (on Developing Public Support) recommended action on local, State and national levels. Among its conclusions:

"Community planning should include provision for camping and outdoor education. State and local resources, such as State lands, facilities owned by schools, country and city parks should be utilized. The possibility of State aid should be explored, perhaps on a matching basis, to encourage local action in developing this movement. Private finances and facilities should be used for experimental purposes only and routed through governmental agencies."

Extending Education is published by National Camp Life Camps, Inc. National Camp is a new kind of an outdoor center for advanced leadership in camping and outdoor education.

Additional copies may be secured upon request, by writing National

Custodian's Book Purchased For Schools Having Central Heating Plants

The State Board of Education recently authorized the purchase of a sufficient number of copies of a book, "The Custodian at Work," to be sent to classified principals whose school plant operates a central heating plant.

In a recent letter apprising the superintendents that this book had been ordered, C. W. Blanchard, Director of Plant Operation for the State Board of Education, stated that this book "carries the most complete text on janitorial problems we have seen in print, and merits the profound study on the part of every school official concerned with the welfare of our school children and the improvement in housekeeping and general maintenance practices in our public schools."

Mr. Blanchard suggested in his letter that superintendents and principals study the book, hold meetings about it, and in general discuss the book chapter by chapter.

Finland Minister Visits Department

Dr. K. T. Jutlia, Minister of Education from Finland, visited the State Department of Public Instruction on November 26. Dr. Jutlia was in this State observing work at the North Carolina College for Negroes, Woman's College, and selected public schools in Guilford and Wake County.

In this talk to the State Department staff Dr. Jutlia said that Finland's educational system has been perfected by observing other systems in Europe and the Americas.

Much emphasis, he said, is put on the teacher and his qualifications. "A teacher must undergo a year of practice teaching in private home instruction under strict supervision before she enters the profession," he said.

Finland's elastic educational system is turning from theoretical to more practical lines of study.

Camp, 250 West 57th Street, New York City 19. Quantities are available at moderate price.

Superintendents Held Meeting December 5-7

The annual meeting of the Department of Superintendents of the North Carolina Education Association was held in Raleigh, December 5-7, 1946.

Clyde A. Erwin, State Superintendent of Public Instruction; Paul A. Reid, Controller for the State Board of Education; and D. Hiden Ramsey, State Board member from the eighth district, appeared on the program. Topics discussed by the superintendents at group meetings were the following: Attendance of Pupils; Purchase, Distribution and Use of School Supplies; Maintenance and Repair of Buildings and Equipment; Teaching Personnel; School Lunches; and the Instructional Program.

Much discussion at the general meeting centered around the question of teacher's salary increases, the point of focus being the percentage increase adopted by the North Carolina Education Association, the State Board of Education, and other agencies as contracted with that made by a group of teachers who had endorsed the so-called South Piedmont Plan which calls for an average of 68 per cent increase. Differences in the two plans were pointed out by Paul Reid, Controller, and Superintendent Claude Grigg, of Albemarle, Chairman of the N.C.E.A. legislative committee.

Following the discussion, a resolution was adopted, "offering our loyalty to the Association and its leaders, and voicing our belief in their integrity, sincerity and efficiency in carrying out the mandates of the Association." The resolution also stated that "we request our leaders to try to get all possible increases over the present plan, because of the increased cost of living, and we pledge our support to any change in the program which may result from the December 14th meeting of the presidents of the local units of the N.C.E.A. and the meeting of the United Forces on January 3rd."

At the banquet meeting, D. Hiden Ramsey, State Board member, made the main address. He outlined a three-point program for schools: (1) Equalization of school building facilities among the counties through the recognition by the State that it has a responsibility to see that the poorer counties have school plants as well equipped as the richer ones; (2) An increase in the number of teachers, with its accompanying reduction in the teacher-pupil load; and (3) A broad health program reaching the lowest grades of the school system.

Folder on Governor's Mansion Available

A folder on the Governor's Mansion has been prepared and is available from John Harden, private secretary to Governor R. Gregg Cherry, Raleigh, N. C.

Educator From Brazil Visits Department

Dr. Antonio Almeida, Jr., from Sao Paulo, Brazil, paid a brief visit to North Carolina, December 14-16. Dr. Almeida has served the State of Sao Paulo, Brazil, as Professor in a Normal School, as a Professor of French, as a Professor of Biology and Hygiene and more recently as Secretary of State for Education and Health.

While in North Carolina Dr. Almeida conferred with members of the State Department of Public Instruction concerning the administration and supervision of public education. On December 16 he visited several schools in Wake County and Raleigh. Dr. Almeida was interested in the administration of schools and particularly in the administration of the Program of Vocational Education.

Governor Says Public Schools "State's Outstanding Need"

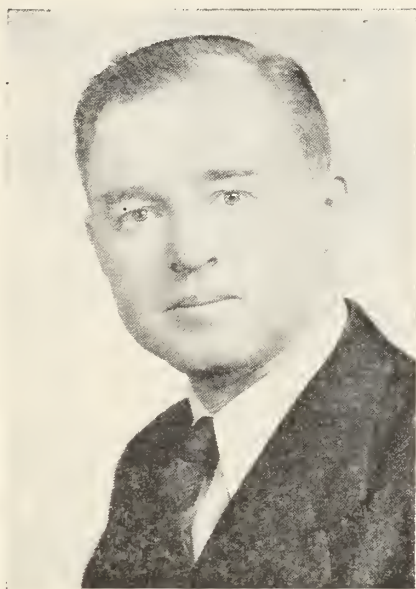
Governor Cherry told the members of the North Carolina Citizens Association at a luncheon meeting November 26 that the State's "outstanding need is that of public schools," at the same time he warned that the State must make up its mind on what it wants in an educational program.

"If we expect the average public school graduate, coming from a teaching load of 32 pupils, to compete with a preparatory school graduate, coming from a teaching load of 15 pupils—then instead of spending \$50 per pupil per year we must spend \$125 per pupil per year."

This would result, the Governor said, in an annual outlay of \$100,000,000 on public schools. He said the State would spend \$48,000,000 from its general fund on schools this year. The request for the next biennium is more than \$60,000,000 a year, or \$123,000,000 for the biennium.

The Governor also pointed out the need for "all-weather roads to the farmer, mail carrier, the school bus, and the church goer—from one end of the State to the other."

Concerning health he said, "I am sure that a great amount of good could be accomplished by placing greater emphasis on teaching health in our schools, encouraging better sanitation in our homes and giving assistance in preventing the spread of communicable disease. Our low per capita earnings are at the bottom of both ignorance and poverty."



Dr. Perry Accepts Position With Alabama University

Dr. H. Arnold Perry, Associate in the Division of Instructional Service, resigned on December 31, 1946, to accept a position on the faculty of the University of Alabama, beginning January 1, 1947. In this new position Dr. Perry will teach graduate courses for elementary school supervisors and principals and will participate in making school surveys.

Dr. Perry came to the Department in September, 1937. He received his training from Duke and Columbia Universities, where at the former institution he received the A.B. degree in 1926 and the M.A. degree in 1933. In 1939-40 he was granted a leave of absence from the Department to attend Columbia University where he completed the residence requirements for the D.Ed. degree which was awarded two years later.

Before coming with the Department, Dr. Perry had served 11 years as principal in the public schools of Wake County, Roanoke Rapids, and Kannapolis. In 1941-42 he served as co-ordinator for the Twelve-year Program Study.

In speaking of his resignation, Dr. Highsmith, Director of the Division of Instructional Service, under whom Dr. Perry worked, stated, "It has been a privilege to work with Dr. Perry. I have more than ordinary interest in him and his career. . . . He has rendered a high order of service to the schools of North Carolina, and I am confident that the work in Alabama will be characterized by the same high level of achievement."

Miller Succeeds Perry on Department Staff

James Everette Miller, Director of the Division of Adult Education of the Department of Public Instruction in 1941-42, has returned to the Department as Associate in the Division of Instructional Service, succeeding Dr. H. Arnold Perry, who resigned to accept a position with the University of Alabama.

Mr. Miller resigned from the Department in 1942 to enter the Navy where he served as intelligence officer until 1946. More recently he has been with Meredith College as public relations officer.

Mr. Miller received his undergraduate training from Campbell College and Wake Forest College where he received the B. A. degree in 1931. He attended summer schools at Duke University, Peabody College and Wake Forest College, from which institution he was awarded the M.A. degree in 1946.

Before coming with the Department in 1941, Mr. Miller was principal of the John Small School, Washington, N. C. He was a teacher in the Washington High School from 1931 to 1934.

5000 Attend Negro Summer Schools

Enrollment in the seven institutions of higher learning in the State for Negroes reached an all time high at 5,017, it is disclosed by final tabulations recently completed by G. H. Ferguson, Assistant Director of Negro Education of the State Department of Public Instruction.

Slightly more than a third of this number, according to Mr. Ferguson, were teachers, whereas the remaining two-thirds were regular college students, some of whom were preparing to teach. A majority of these in this latter group were formerly in the armed services who were taking advantage of the educational opportunities provided by the G.I. Bill of Rights.

The 1945 summer school enrollment in these institutions was 3,149. This year's enrollment, therefore, is nearly 2,000 greater, thus indicating the G.I. influence to approximately that extent.

The tabulations also show that of the total enrollment at these summer schools 3,039 attended the first six weeks session while 1,978 attended the second session.

The following institutions, the first five being State and other two private, conducted these summer sessions: Agricultural and Technical College, Elizabeth City State Teachers College, Fayetteville State Teachers College, North Carolina College for Negroes, Winston-Salem State Teachers College, Shaw University and Johnson C. Smith University.

\$1,408 Paid Teachers in 1939; \$1,850 in 1945 \$1,255 Paid Others in 1939; \$2,242 in 1945

A study made by the Research Division of the National Education Association shows the facts above as averages for the Nation. The amount paid teachers is the average annual salary of teachers, principals, and other instructional personnel of the public schools. "Others" indicates the annual salary-wage of all employed persons in all types of private employment. The average annual salary of civilian federal employees, the study shows, was \$2,595 in 1945.

Using the 1939 figure as an index of 100 the 1945 index for teachers was 131.4, whereas that for other employees was 178.6.

Board Member Favors Physical Examination for All School Entrants

An "adequate physical examination should be provided for every child entering school" stated D. Hiden Ramsey, member of the State Board of Education, at a regional meeting of the Good Health Association recently in Hickory.

Examinations for remedial defects, Mr. Ramsey stated, would reduce the number of children repeating work in school one-half.

Mr. Ramsey also pointed out the need not only for more doctors, nurses and technicians in the State, but a better distribution of those the State now has. "Good health should be accessible to every North Carolinian," he said.

State Board Authorizes Changes in Certification Requirements

Looking toward an improvement in the quality of the education of teachers in North Carolina and the effectiveness of teaching, the State Board of Education at its November 7, 1946, meeting approved a series of studies in teacher education including recommendations for certain changes in certification requirements. These studies were made over a period of five years, from 1940-41 to 1944-45, under the direction of Dr. James E. Hillman, Director of the Division of Professional Service of the State Department of Public Instruction, and have had the approval of both the white and Negro college conferences of the State.

The specific changes in the certification requirements for teachers, according to action of the Board, would become effective on July 1, 1950. They would apply only to new or beginning teachers, it is stated. Persons now preparing for the teaching profession will have time to adjust their courses to comply with these new changes. It is hoped that a bulletin including the entire report will be issued in the near future.

Visual Aids Issued

School teachers and school librarians, seeking material to supplement their visual resources, will find a selective aid to visual materials in a special October, 1946 issue of *Subscription Books Bulletin*, a quarterly publication of the American Library Association. Devoted to the library's picture collection, this special issue stresses flat pictures and charts, available to some degree even to the smallest schools and libraries.

Twenty-six specific chart, poster, and picture series are evaluated and an up-to-date list of 53 other sources offering worthwhile material is supplied. Among them are many travel agencies and industrial firms which prepare free or inexpensive posters and charts for advertising purposes.

This special issue of *Subscription Books Bulletin* is the fourth of a series. The first treated pamphlet material (October, 1942), the second, vocational material (January and April, 1944), and the third, maps, map services, and map series (October, 1945).

Subscription Books Bulletin, a quarterly, has since 1930, evaluated subscription books, encyclopedias, and other reference-type books for librarians, teachers and other book-buyers.

Junior Chamber of Commerce Favors Larger School Appropriations

A resolution favoring "an increase in the appropriations for the betterment of the State Public School System," was passed by the Board of Directors of the North Carolina Junior Chamber of Commerce at a meeting in Asheville on November 10. This organization represents 3,500 members.

The resolution as passed not only expressed a favorable attitude toward a larger appropriation for the public schools; it went on record authorizing its president or designated representative to appear before the appropriate committees of the 1947 General Assembly to assist other groups in obtaining the necessary appropriations.

State Rental Fee on High School Books Raised

The annual rental fee on high school textbooks was increased from \$2.40 to \$3.00 per pupil, effective next school year, by the State Board of Education at its December 5th meeting. This fee applies to the basal high school textbooks furnished by the Division of Textbooks.

According to W. M. Jenkins, Director of the Division of Textbooks, the upping of this rental fee was due to the higher prices that the State has had to pay for these books. Recent adoptions, he stated, have been made for books to replace contracts expired or terminated, and these books are from 25 to 50 per cent higher in price than the old books. Since high school books are furnished on a *rental* rather than a *free* plan of distribution, he stated further, there was no other alternative but to raise the rental fee.

Supt. Erwin Re-elected President of Southern Council

State Superintendent Clyde A. Erwin was re-elected president of the Southern Council of Chief State School Officers at its annual meeting at Gulfport, Miss., in December. This is Superintendent Erwin's third year as head of this organization.

Superintendent Erwin has also been appointed chairman of the legislative committee of the National Council of Chief State School Officers for the third year.

Peru Has Better Retirement System Than North Carolina

The Peruvian schools have a much better retirement system than North Carolina, according to Edward F. Indacoechea, Director of Personnel and Statistics in the Ministry of Education, Lima, Peru, who recently visited the State Department of Public Instruction. Mr. Indacoechea was in this State visiting city and county schools.

Asked if his country had a retirement system, Mr. Indacoechea revealed that such a system had been in operation since 1866. He explained that after teaching 30 years, teachers were retired on 100 per cent of their salary. In the same way, if retired after 10 years, one-third of their salary would be paid them, and after 20 years, two-thirds.

Bulletins on Electricity Available

The Division of Instructional Service has available some bulletins on the "Fundamentals of Electricity," published by the Westinghouse Electric and Manufacturing Company. These will be sent on request to principals for use in Physics classes or other science classes.

LAWS, RULINGS and OPINIONS

Pupils May Be Required to Attend School in District in Which They Reside

In reply to inquiry: I acknowledge receipt of your letter enclosing a letter from Superintendent _____ of the _____ County Schools in which he complains about children being transported from the school district in which they reside to another district, and requesting your Board to take action to prevent the operation of the private or community bus in transporting children to a school other than the one in their resident district.

In our discussion over the 'phone we concluded that a child could use any means of transportation to school it desires, or may walk, but that the situation confronting Superintendent _____ is not so much the question of the mode of conveyance to the school but is a question as to whether or not the State or County Board of Education may require pupils to attend the school located in the school district in which they reside, and you request my opinion as to the authority of the State and County Boards in this respect.

I have not been able to find any direct authority for the State or County Board of Education to require children to attend any particular school, but there is certainly nothing in the statute which denies such authority, and all of the inferences of the statutes indicate that the school authorities do have such power.

Section 115-9, in defining the term "district," among other things, says: "There shall be two kinds of districts: (1) the non-local tax district, that is, one attendance area of the county administrative unit under the control of the county board of education . . ."

This indicates to me that pupils may be required to attend school in the district in which they reside.

Section 115-352, Paragraph 2, gives to the State Board of Education the authority to transfer pupils from one district to another when it appears to be more economical for the efficient operation of the schools. Certainly, if the Legislature felt that it was necessary to give to the State Board of Education the authority to transfer pupils from one district to another, children could not voluntarily transfer themselves from one school district to another. And again, in Section 115-376, school buses are required to be routed so as to go within one mile of all children who live more than one and one-half miles from the school to which they are assigned. Certainly, it can be argued that this section recognizes the authority of the State Board to assign pupils to a particular school.

Section 115-303 authorizes the State Board of Education, as an aid to enforcing compulsory attendance in schools, to formulate such rules and regulations as may be necessary for the proper enforcement of the attendance laws and prescribes what shall constitute truancy and what causes may constitute legal excuses for temporary non-attendance or under what circumstances principals and superintendents may excuse pupils for non-attendance, and the section requires all school officials to carry out such instructions from the State Board of Education, and upon any such official failing to carry out such instructions, he would be guilty of a misdemeanor.

And section 115-31.2 (Supp.), in defining the powers and duties of the State Board of Education, authorizes it to divide the State into a convenient number of school districts, to apportion and equalize the public school funds over the State, and in general to supervise and administer the free public school system of the State and make all needful rules and regulations thereto.

It seems to me that under this authority the State Board of Education might adopt a rule or regulation requiring the County Board of Education and/or the district school committee or the superintendent or principal of a school to require the pupils residing in a district to attend the school located in the district in which they reside, and, of course, if such Board or other school officials violate the provisions of the regulation, they may be prosecuted under the provisions of the Act. It seems to me that it would be impossible for the State Board of Education to apportion and equalize the public school funds of the State if it did not have inherent power to divide the county into school districts and to require pupils residing in such district to attend the school therein designated by the school authorities for such attendance. The State Board would be unable to determine the number of teachers or other necessary facilities for a school district unless it could know in advance approximately the number of pupils who would attend the particular school and this knowledge could not be ascertained unless the State Board had the authority to require pupils to attend a particular school.

I am, therefore, of the opinion that the State Board of Education, in cooperation with and through the local school authorities, has the power to require public school pupils to attend the school located in the district in which such pupils reside and to which they have been properly assigned by the school authorities.—Attorney General, July 9, 1946.

Special Act Authorizing Assumption of _____ District School Bonds

In reply to inquiry: I received your letter of September 20, enclosing a copy of a letter to you under date of September 19 from Mr. _____, Superintendent of Schools in _____ County, in which Mr. _____ inquired whether or not an Act of the State Legislature would be valid to authorize the assumption by _____ County of the _____ District Bonds which have recently been issued, for the construction of a school building which is now in the progress of erection, without having to assume the other outstanding school bonds in the county.

I know of no reason why such an Act of the Legislature, if adopted, would not be entirely sufficient for this purpose. No constitutional question arises which would prevent the county, if authorized by the General Assembly, from assuming the obligations of the _____ District Bonds without assuming the other school bonds issued in the county.—Attorney General, September 23, 1946.

Budget: Funds Allocated to One Item Not Transferable to Another Without Consent of Tax Levying Authority

In reply to inquiry: I acknowledge receipt of your letter enclosing a letter from Superintendent _____ of the _____ County Schools in which he raises numerous questions as to the authority of the County Board of Education to transfer funds from one item in the school budget to another.

It seems that the school budget has been broken down into many items and specific sums have been appropriated for such items. I assume that this was done to prevent the very thing such as transfer of funds from one item to another would accomplish.

Since it is the duty of the County Board of Commissioners to determine the needs under the provisions of the budget, it seems to me that it would be in violation of the provisions in the budget to transfer funds from one item to another unless such transfer was approved by the County Board of Commissioners by proper amendment to the budget.

Of course, it is impossible for me to be specific in answering the several questions raised by Mr. _____ since I do not have before me a copy of the budget and I do not know to what extent the Board of Commissioners has restricted the use of the funds allocated to the County Board of Education.—Attorney General, September 6, 1946.

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin,
January 1942)

W. F. Mitchell, Field Representative of the State Textbook Commission, has been elected as Superintendent of Franklin County to fill out the unexpired term of the late W. R. Mills, who died suddenly on November 17, 1941.

"A Report on Special Education" is the title of a publication recently issued by the Department of Public Instruction.

By a nearly 3-to-1 majority the Elizabeth City administrative unit on November 25th voted a 16-cent levy to add a ninth month to the eight month's State supported term.

At a meeting of the Central Committee of the Twelve-Year Program Study held in Raleigh, December 12-13, reports were made by the various subcommittees appointed to study the various subject areas.

10 Years Ago

(North Carolina Public School Bulletin,
January 1937)

This note is to advise that Miss Marie McIver has succeeded Mrs. Pearl L. Byrd as State Supervisor of Colored Elementary Schools.

The December report of the WPA Education Program sponsored by the State Department of Public Instruction indicates that there were 688 teachers and 11 supervisors employed, and that there were 3,049 classes, centers or units with 22,312 different individuals enrolled.

C. E. Morrison, teacher of vocational agriculture in the Rowland High School, Robeson County, has been declared the Master Teacher of Vocational Agriculture of the State.

At the present time there are 35 industrial education teachers in North Carolina who are teaching trade classes.

The Department of Vocational Rehabilitation, in co-operation with the State College Extension Division, has arranged a practical course in air-conditioning.

15 Years Ago

(State School Facts, January 1932)

There were 23,900 teachers employed in the public schools for the year 1930-31, this number being 350 more than were employed during the next preceding year.

In 1922-23 the average training of white teachers was slightly more than one year in college. The white teachers employed during 1930-31 had an average training of approximately three years in college.

From 1923-24 to 1930-31, the training of Negro teachers increased from less than high school graduation to one and one-half years in college.

Oh Boy!

For the first time in Australia, fishing will be taught in school. A fisherman's training school is to be established at Cronulla (N. S. W.) and is to be part of the Australian Reconstruction scheme to train war veterans. It will comprise a camp with living quarters, lecture rooms, boats and fishing gear and accommodation will be provided for about 60 trainees and staff. The four-months course will include subjects ranging from oyster farming and net fishing to a detailed study of fish life.

State Would Get \$3,500,000 Federal Funds for Hospital Program

North Carolina would get approximately \$3,500,000 under the five-year hospital construction program authorized by Public Law 725, recently enacted by Congress. The act authorizes the appropriation of \$3,000,000 for statewide hospital surveys and planning and \$75,000,000 annually for five years for actual construction of hospitals and related facilities.

Of these amounts only \$2,350,000 for the first purpose has been appropriated.

Humane Poster Contest Announced

Announcement has been made of the 22nd Annual International Humane Poster Contest by the Latham Foundation for the Promotion of Humane Education, Box 1,322, Stanford University, Calif. This contest, the announcement states, is open to all contestants which are divided into six groups as follows: Group 1—grades 1, 2 and 3; group 2—grades 4, 5 and 6; group 3—grades 7, 8 and 9; group 4—grades 10, 11 and 12; group 5—art schools and colleges; group 6—professionals. Cash prizes are awarded to the winning contestants in each group, with scholarships in art schools in addition for the winners in groups 4 and 5.

Posters must reach the Foundation not later than March 1, 1947. For further details write to the Foundation for a copy of the announcement of the contest.

Guidance Functions

A mimeograph sheet showing the guidance functions of the school personnel was recently issued by Ella Stephens Barrett, Supervisor of Occupational Information and Guidance, State Department of Public Instruction. This sheet includes functions of (1) the principal and vice-principal; (2) the home room teacher; (3) the subject teacher, and (4) the counselor.

FROM THE PRESS

Thomasville. "It is up to the teacher to elevate the teaching profession and to keep the public informed of school work in order to salvage public education," said G. H. Arnold, Superintendent of the Thomasville City Schools, who discussed "Professional Ethics" at the November meeting of the Classroom Teachers' Association here.—*High Point Enterprise*.

Hickory. The first meeting of the workshop on the teaching of reading being conducted for county teachers was held this afternoon (Nov. 18) at 3:30 o'clock with Miss Hattie Parrott, who is with the Division of Instructional Service of the State Board of Education (Sic) conducting, assisted by Mrs. Aletha Fant of the Lenoir Rhyne College faculty.—*Hickory Record*.

Rocky Mount. With three projects scheduled, the city school system is this year offering for the third time workshop courses to its teachers in an effort to give them an opportunity for "in service" training.—*Rocky Mount Telegram*.

Newton. W. J. Bullock, Superintendent of Kannapolis City Schools, spoke to Newton Kiwanians at the regular meeting Thursday night, for which time a special program had been arranged in observance of National Education Week by R. N. Gurley, Superintendent of the Newton-Conover Schools.—*Newton News Enterprise*.

Salisbury. Salisbury city school teachers, Kiwanians, their wives and friends were among several hundred people who gathered last night at the Yadkin Hotel for the civic club's annual "Teachers' Night" dinner.—*Salisbury Post*.

Raleigh. Jesse O. Sanderson, Superintendent of local schools, yesterday afternoon (Nov. 30) spoke to the Murphy P.T.A. on "Important Objectives in the Elementary Program."

Durham. Employment of a full time specialist in guidance to aid students in planning wisely their educational courses in order to meet their needs is recommended in the report of the committee on vocational education of the Educational Planning Council.

Greene. Dr. J. L. Oppett, director of student teaching and placement at East Carolina Teachers College, has accepted an invitation to visit the Snow Hill schools on December 10 for a day of observation and conferences with high school seniors there who are now teaching in the elementary schools.

Durham. W. F. Credle, Director of Schoolhouse Planning for the State Department of Public Instruction, arrived in Durham today (Nov. 26) to confer with County School Superintendent W. M. Jenkins and Business Manager Lester A. Smith concerning the county's present and future needs.

BULLETIN

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Teachers and Principals Have Ideas on School Planning

Classroom teachers and principals have ideas about school planning as well as superintendents, architects, and planning experts, the results of a recent inquiry sent to a number of principals and teachers by the Department of Elementary School Principals and the N.E.A. Research Division show.

To the question, "How essential do you consider the following types of rooms and facilities in providing a modern elementary school program?" the following "absolutely essential" percentages were given:

| | Per Cent |
|--|----------|
| 1. A first-aid room and clinic..... | 73 |
| 2. A lunchroom (with cooking facilities) | 57 |
| 3. An auditorium (for all or majority of pupils)..... | 71 |
| 4. Lounge and rest room for teachers | 80 |
| 5. Library room (for 100 or more pupils) | 59 |
| 6. Gymnasium (and indoor play space) | 74 |
| 7. Teachers' workshop (for making charts, stencils, etc.)..... | 29 |
| 8. Teachers' library room | 4 |
| 9. Practical arts room (construction, etc.) | 30 |
| 10. Homemaking room | 27 |
| 11. Art room | 37 |
| 12. Music room | 49 |
| 13. Science laboratory | 22 |
| 14. Parents' room (for conferences and small meetings)..... | 28 |

Contest for School-Made Films Announced

The 1947 contest for the best school-made film has been announced by the Department of Education of The American Museum of Natural History. The five best films submitted, the first to receive the 1948 "Oscar," will be shown at the meeting of the Fourth Audio-Visual Aids Institute, January 9 and 10, 1948, at the museum.

To enter the competition the faculty adviser of the group of student movie-makers must send in by May 15, 1947 or earlier, an entry blank to be secured by writing to Dr. Grace F. Ramsey, The American Museum of Natural History, Central Park West at 77th St., New York 24, N. Y. The completed film must be sent to Dr. Ramsey by December 1, 1947.

Superintendent Erwin Asks Appropriation Committee For "Every Dollar You Can Find" For Schools

● In what the *News and Observer* called "One of the most forceful addresses delivered," State Superintendent Clyde A. Erwin urged the joint Appropriations Committee which met January 23 "to appropriate for schools every dollar you can find."

"This is not a question of percentages," Superintendent Erwin stated. "We have got to pay what it takes to get good teachers for North Carolina, and we won't overcome this present teacher shortage until this is done."

Superintendent Erwin also said he hoped the budget "would be a good deal higher than that recommended" in order to increase salaries of teachers and to encourage young people to enter the profession, "We are forced with a wave of restlessness among our teachers unparalleled in the history of the State. They are migrating to places where financial rewards are greater."

After this hearing one representative, a member of the committee, stated that "Dr. Clyde Erwin, State Superintendent of Public Instruction, made a very able presentation on the conditions of the public schools in North Carolina and it is my belief that this speech has done more to impress those of us in Raleigh than all the lobbying and form letters and newspaper publicity have done."

A school official, who heard the presentation by Dr. Erwin, said "I want to tell you that in my opinion you were more impressive Thursday afternoon than I have ever heard you under any circumstances or conditions. Everyone present could feel the sincerity with which you were motivated, and everyone could appreciate the logic of your remarks."

Virginia Has Supervisors

Virginia now has 101 supervisors and 27 directors of instruction in 88 counties and 17 cities, it is learned from a recent article by Dabney S. Lancaster, President of State Teachers College, Farmville, in the *University of Virginia News Letter*.

"In 1941," President Lancaster writes, "there was no special appropriation for supervision, although there was legal provision made for using some of the general funds for this purpose."

"In 1946, \$270,000 was available for the employment of supervisors and in addition there was an appropriation of \$175,000 for the employment of visiting teachers to replace the old attendance officers . . .

"In 1941 there were 88 white supervisors employed in 72 counties and 10 in eight cities. There were 68 Negro supervisors in 63 counties and in five cities."

"Guidance Should Not be Left To Chance," Highsmith Says

Guidance is not a matter which can be left to chance, Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, recently stated. "What is everybody's business is nobody's business," he said.

Speaking of the place that guidance should hold in the public high school, Dr. Highsmith further declared, "There should be delegated to the most acceptable and available person due responsibility for guidance. This person should approach the job democratically and secure the co-operation of every teacher or staff member in the school in order that the needs of youth may be met."

"Guidance is important, especially in a democracy, and the process must have proper direction," he concluded.

INTERESTING ARTICLES IN THIS ISSUE

| | Page |
|--|------|
| Supt. Erwin Asks Appropriation Committee for "Every Dollar You Can Find" for Schools.... | 1 |
| Substitutes (Editorial) | 3 |
| Smaller Units Have Greater Administrative Cost | 5 |
| Tests Show North Carolina Children Below National Norm | 11 |

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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

February 15, 1947

To High School Principals:

This letter is addressed to you because you have the responsibility of preparing the transcripts of those students who plan to enter college.

Although most of you have already filed preliminary transcripts concerning seniors who expect to go to college this fall, I don't think it amiss to call attention to the importance of this particular duty of the principal at this time. As you know, the transcript containing the complete record of the prospective college student must be filed with the institution of his or her choice following graduation from high school.

My purpose in calling this matter to your attention now, however, is to stress its importance from the following two angles:

1. Transcripts of records should be prepared as promptly as possible. As you know, our colleges each year are filled to their capacity, and plans are made far in advance of the year's opening as to the number of new students who will be accepted. Consequently, those boys and girls who are too late with their applications and records must seek entrance elsewhere, probably out of the State, or perhaps enroll in one of the college centers now provided at a few of our city schools. I think, therefore, that principals should file these forms with the least possible delay.

2. Records of high school students should be kept accurate and up-to-date at all times. This is a responsibility of the principal that should not be taken lightly. If the records of our high school students are always up-to-date; then when transcripts are requested, they can be made available without delay.

I hope that all principals will follow these suggestions, if they are not already doing so, to the end that no boy or girl will be deprived of attending the institution of his or her choice.

Very truly yours,

State Superintendent of Public Instruction

EDITORIAL COMMENT

SUBSTITUTES

When your child is ill, you call the doctor, a person trained in the science of medicine. You don't call in a medical school student, or someone who failed to complete his medical school education. No. No person who has not completed the necessary requirements may practice medicine.

When your pet dog or farm animal is sick, you secure the services of the veterinarian, someone who knows something about animal diseases, and is licensed to practice veterinary medicine.

When you need legal services of any kind you hire a lawyer, a specialist in the law.

When your car needs attention you take it to the auto mechanic, the fellow who has specialized in this kind of work.

And to each of these for their respective services you pay the bill in accordance with the work done or services rendered.

But what about the mind and character of your child? Do you employ a person who has qualified as an expert in this profession? Or do you employ a substitute?

A recent study, results given elsewhere in this publication, reveals that 100,000 North Carolina children are being taught by persons who do not hold Class A certificates or better. And why is this? Largely, because teaching is not considered a profession by many, salaries are not commensurate with those people with similar training and consequently not enough young people are preparing themselves for teaching.

We, therefore, employ substitutes when we cannot find qualified persons to teach our children. We pay these substitutes less than we pay persons with teacher qualifications. For the moment we think we are saving the State money. But are we? If our children do not get a sound education, then our level of citizenship will be affected to that extent. And if the educational level of our citizens is low our industries and businesses will suffer accordingly.

We sometimes wonder what would happen if no substitutes were permitted in the teaching profession. Would the parents do without education for their children, or would they take steps to get the very best professional services that could be found for their children's educational welfare and pay whatever such services were worth as compared with salaries paid for other services. We believe a situation exists in our schools today, which demands ACTION on the part of North Carolina's citizens, not just parents alone. We believe the citizens of this State are asking that teachers' salaries be raised to the extent that all North Carolina children will have the very best trained teachers that can be found. Furthermore, we believe that the salaries of teachers should be raised to the point, that not only more young people will enter the profession but also that no substitutes will be necessary to teach any of our children.

IT'S TIME TO ACT

Here are some things parents, citizens, and public officials can do about the present crisis in public education:

1. Consult and offer assistance to members of your board of education, school superintendent, and local education association leaders.
2. Call citizens' conferences.
3. Talk to or write to your State legislators.
4. See or write your Congressman about Federal-aid for schools.
5. Make your point of view known through newspapers and groups in which you are active.
6. Get out the vote for additional school levies.

Teachers trouble is going to plague the people, short-change the children, and undermine the very future of this country until teaching is made a well paid profession. Only then can we stop the exodus of good teachers from the schools when the cost of living is mounting rapidly and other less demanding job opportunities pay far more. Only then can we expect to attract capable young people into teaching as a career.

It's as simple as that. It is time to act.—Adapted from the Public and Education.

TESTING RESULTS

We wish to call your attention to the article and charts giving results of a recent testing program of fourth and eighth grade children enrolled in North Carolina schools. These testing results are significant, we think, because they indicate to some extent the effectiveness of the instructional program. Of course, we realize that the native ability of children as well as environmental factors play their part in any instructional program. However, since the test results show very clearly both weaknesses and strengths in certain skills and knowledges which those tested had, it would appear that future instruction recognizing ability and environment might be directed more to these weaknesses. In other words, if, as the results show an urban environment tends to favor the linguistic skills (paragraph meaning, word meaning, and paragraph usage), then those responsible for the instruction in rural schools should make an effort to provide young people in rural areas with the equipment and facilities for narrowing this gap.

As these charts show, North Carolina white children tend to be slightly below the national norm in most subjects. The scores for colored children were considerably below the norm.

Funds Requested for Attendance Officers Supervisors, Health and Special Education

● Appearing before the Joint Appropriations Committee of the General Assembly now in session on January 23, Clyde A. Erwin and Paul A. Reid, secretary and controller, respectively, of the State Board of Education, requested additional funds not recommended by the Advisory Budget Commission with which to employ attendance officers, supervisors of instruction, health educators, and Directors of Attendance and Special Education for the State administrative offices.

These requests were as follows:

1. \$207,608 for *Attendance Officers*. This request contemplates the employment of 133 attendance officers at an annual salary of \$2,250. Plans are projected on the basis of the State paying 2/3 of the salary and the local units pay 1/3 of the salary and all the travel expense.

\$7,608 of the amount requested is for setting up an office on the State level. The program contemplated will not be effective unless there is some State supervision and correlation of efforts.

2. \$225,000 for *Salaries of Supervisors*. This request contemplates the employment of 125 supervisors at an average annual salary of \$2,700, two-thirds of which would be paid from State funds and one-third plus travel from local funds.

3. \$50,000 for *Health Education*. It is the plan here to employ health educators who would work co-operatively with State and local health and education departments in the development of health instruction, health services, helpful school living, and physical education in the lower grades.

4. \$8,184 for *Special Education*. It is the purpose to use this fund for the establishment of a Division of Special Education in the Department of Public Instruction. The person employed would assist the local school people in the education of those children who need special attention and who do not profit greatly from the regular school program. Many of these children have physical handicaps of one sort or another, whereas others are mentally backward. Such children need a special type of education.

Wood Named Secretary Commission for Blind

H. A. Wood, Supervisor of Guidance, Training and Placement for the Rehabilitation Division, State Department of Public Instruction, was named executive secretary of the North Carolina State Commission for the Blind, effective February 1, 1947.

Mr. Wood came to the Department June 1, 1943, and had been with the Division of Rehabilitation ever since with the exception of two months. Before coming to the Department he was principal of the Huntersville School in Mecklenburg County.

He succeeded Dr. Roma Cheek, who recently resigned.

Nature Courses for Teachers To be Conducted

The Audubon Nature Camp is a place where teachers, youth leaders, camp counsellors and other adults with a professional or hobby interest in nature find excellent opportunity to explore and learn about the interrelationships between plants, animals and their environment, and obtain practical program suggestions for presenting conservation and nature study in schools, clubs and camps.

Five two-week sessions will be conducted this year, from June 13th through August 28th. Illustrated Camp Folder may be obtained from the National Audubon Society, 1,000 Fifth Avenue, New York 28, N. Y.

Negro Health Week

National Negro Health Week is to be observed throughout the Nation, March 30-April 6, it is announced by the United States Public Health Service, Washington, 25, D. C.

This year's Health Week objective, it is stated, is "Community-Wide Co-operation for Better Health and Sanitation." This topic is intended to recognize the importance of working together for better health in a better community.

A day-by-day schedule has been prepared:

Mobilization Day—Sunday, March 30.

Home Health Day—Monday, March 31.

Community Sanitation Day—Tuesday, April 1.

Special Campaign Day—Wednesday, April 2.

Adults' Health Day—Thursday, April 3.

School Health and Safety Day—Friday, April 4.

General Clean-up Day—Saturday, April 5.

Report and Follow-up Day—Sunday, April 6.

In connection with the observance there will be a poster contest. For information concerning this contest as well as the observance of this occasion, write National Negro Health Week Committee at the above named address.

Board Adopts New Textbooks

New textbooks in health for the elementary grades and in general science, physics, chemistry, biology, and geography for the high school were adopted by the State Board of Education at a called meeting on January 23rd.

Health, Happiness, Success Series by Burkard and others, published by Lyons and Carnahan, was the name of the health texts adopted. By grades the names of each book and the State retail price are as follows:

| | |
|---|-----|
| Grade 4—Good Health Is Fun..... | .83 |
| Grade 5—Your Health and Happiness | .83 |
| Grade 6—Builders for Good Health | .83 |
| Grade 7—Health for Young Americans | .83 |
| Grade 8—Working Together for Health | .83 |

Following are the names of the science textbooks adopted, together with the name of the author, publisher, and the State retail price:

Science for Everyday Use, Smith and Vance (Lippencott), \$1.90.

Physics, a Basic Science, Burns and others (D. Van Nostrand), \$2.07.

Chemistry for Our Times, Weaver and Foster (McGraw-Hill Company), \$2.13.

Biology and Human Affairs, Ritchie (World), \$2.07.

World Geography, Bradley (Ginn), \$2.14.

Contracts will be entered into between the publishers and the State Board of Education for the use of these books in the public schools beginning with the 1947-48 school term.

Diversified Occupations Programs Provided in 25 High Schools

Diversified Occupations Programs are provided in 25 of the State's public high schools, it is learned from the Trade and Industrial section of the Division of Vocational Education, State Department of Public Instruction.

Diversified Occupations or the D. O. program, as the program is popularly known, is that training where students get their shop or practical experience in industry or commerce on the job and the related technical information in the school. This year, it is learned, 85 occupations are represented by the 627 students enrolled in the 25 centers. Some of these students are taking training in sales work and store management, some in office work at book-keeping, some in textiles, whereas others are preparing for some sort of trade, as carpentry, woodworking, metal work or some other shop trade. The complete list may be obtained from the Division of Vocational Education, Raleigh, N. C.

Smaller Units Have Greater Administrative Cost

● State cost of general control or administration, as it is better known publicly, is greater in smaller units based upon average daily membership than it is in larger units, it is shown by a recent calculation of such costs based on expenditures for general control from State funds for 1945-46 in the 100 county and 68 city school administrative units of the State.

The average administrative cost, based on State funds only for all school units was found to be \$1.40. In county units this average cost was \$1.25 per pupil in average daily membership, whereas in city units it was \$1.79.

Within county units the range in this cost was from 65 cents in Johnston County to \$6.08 in Chowan County. In city units, there was a range from .56 cents per pupil in Charlotte to \$7.36 per pupil in Pinehurst.

The accompanying tables show these particular costs for each of the present administrative units. The costs, it will be observed, rise almost in proportion to the decrease in number of pupils in average daily membership.

TABLE I

| County Unit | A.D.M. 1945-46 | General Control Per Pupil in A.D.M. | Rank |
|--------------|-------------------|--|------|
| Johnston | 15,019 | .65 | 1 |
| Gaston* | 21,213 | .66 | 2 |
| Guilford* | 31,169 | .66 | 2 |
| Robeson* | 19,583 | .69 | 4 |
| New Hanover | 12,542 | .70 | 5 |
| Buncombe* | 20,182 | .70 | 5 |
| Wake* | 20,974 | .75 | 7 |
| Mecklenburg* | 28,620 | .77 | 8 |
| Pitt* | 13,996 | .78 | 9 |
| Harnett | 10,765 | .79 | 10 |
| Rowan* | 13,389 | .83 | 11 |
| Columbus* | 11,578 | .84 | 12 |
| Forsyth* | 23,776 | .84 | 12 |
| Nash* | 14,910 | .85 | 14 |
| Cumberland* | 12,860 | .85 | 14 |
| Duplin | 9,522 | .87 | 16 |
| Rutherford | 9,989 | .87 | 16 |
| Sampson* | 11,460 | .88 | 18 |
| Cleveland* | 13,954 | .91 | 19 |
| Halifax* | 12,737 | .93 | 20 |
| Union* | 9,440 | .93 | 21 |
| Surry* | 10,583 | .98 | 22 |
| Bladen | 7,221 | 1.01 | 23 |
| Wayne* | 12,985 | 1.02 | 24 |
| Wilkes* | 9,125 | 1.02 | 24 |
| Alamance* | 12,386 | 1.05 | 26 |
| Caldwell* | 8,757 | 1.05 | 26 |
| Iredell* | 11,196 | 1.12 | 28 |
| Bertie | 6,576 | 1.14 | 29 |
| Warren | 6,617 | 1.14 | 29 |
| Randolph* | 9,196 | 1.14 | 29 |
| Martin | 6,391 | 1.16 | 32 |
| Northampton | 6,552 | 1.16 | 32 |
| Davidson* | 11,852 | 1.17 | 34 |
| Lenoir* | 9,136 | 1.20 | 35 |
| Cabarrus* | 13,761 | 1.26 | 36 |
| Edgecombe* | 8,015 | 1.26 | 36 |
| Person | 5,923 | 1.26 | 36 |
| Franklin* | 7,204 | 1.29 | 39 |
| Rockingham* | 13,423 | 1.29 | 39 |
| Richmond | 8,492 | 1.30 | 41 |

| | | | |
|--------------|---------|------|-----|
| Wilson* | 11,408 | 1.32 | 42 |
| Stanly* | 7,382 | 1.33 | 43 |
| Haywood* | 11,279 | 1.33 | 43 |
| Vance | 6,481 | 1.35 | 45 |
| Ashe | 5,046 | 1.36 | 46 |
| Burke* | 8,534 | 1.36 | 46 |
| Catawba* | 11,484 | 1.36 | 46 |
| Onslow | 4,981 | 1.40 | 49 |
| Caswell | 5,067 | 1.41 | 50 |
| Chatham | 5,181 | 1.43 | 51 |
| Craven* | 7,509 | 1.43 | 51 |
| Moore* | 6,790 | 1.43 | 51 |
| Durham* | 14,422 | 1.44 | 54 |
| Stokes | 4,900 | 1.45 | 55 |
| Greene | 4,774 | 1.46 | 56 |
| Beaufort* | 7,739 | 1.46 | 56 |
| Yadkin | 4,680 | 1.53 | 58 |
| Madison | 4,573 | 1.55 | 59 |
| Brunswick | 4,393 | 1.56 | 60 |
| Hertford | 4,491 | 1.56 | 60 |
| Pender | 4,404 | 1.56 | 60 |
| Henderson* | 5,315 | 1.58 | 63 |
| Granville* | 7,319 | 1.66 | 64 |
| Yancey | 3,872 | 1.66 | 64 |
| Anson* | 6,812 | 1.72 | 66 |
| Lincoln* | 5,348 | 1.72 | 66 |
| Jackson | 3,950 | 1.74 | 68 |
| Montgomery | 3,898 | 1.74 | 68 |
| Carteret | 3,897 | 1.75 | 70 |
| Macon | 3,480 | 1.75 | 70 |
| Watauga | 3,788 | 1.75 | 70 |
| Avery | 3,767 | 1.78 | 73 |
| Scotland* | 5,272 | 1.87 | 74 |
| Lee | 4,280 | 1.87 | 74 |
| Orange* | 4,731 | 1.94 | 76 |
| Mitchell | 3,269 | 1.99 | 77 |
| Alexander | 3,242 | 2.02 | 78 |
| Hoke | 3,229 | 2.09 | 79 |
| Washington | 2,891 | 2.11 | 80 |
| Davie | 2,893 | 2.12 | 81 |
| Jones | 2,820 | 2.12 | 81 |
| McDowell* | 5,348 | 2.15 | 83 |
| Transylvania | 2,765 | 2.25 | 84 |
| Pamlico | 2,382 | 2.57 | 85 |
| Pasquotank* | 4,214 | 2.63 | 86 |
| Gates | 2,272 | 2.73 | 87 |
| Perquimans | 2,097 | 2.83 | 88 |
| Polk* | 2,544 | 2.99 | 89 |
| Cherokee* | 4,168 | 3.04 | 90 |
| Swain | 2,063 | 3.18 | 91 |
| Alleghany | 1,710 | 3.32 | 92 |
| Graham | 1,658 | 3.52 | 93 |
| Hyde | 1,620 | 3.66 | 94 |
| Clay | 1,287 | 4.10 | 95 |
| Tyrrell | 1,147 | 4.54 | 96 |
| Currituck | 1,192 | 4.80 | 97 |
| Dare | 1,101 | 5.07 | 98 |
| Camden | 1,080 | 5.15 | 99 |
| Chowan | 2,500 | 6.08 | 100 |
| 100 units | 577,990 | 1.25 | |

*These counties do not include city units as given in Table II.

TABLE II

| City Unit | A.D.M. 1945-46 | General Control Per Pupil in A.D.M. | Rank |
|----------------|-------------------|--|------|
| Charlotte | 16,782 | .56 | 1 |
| Winston-Salem | 13,374 | .64 | 2 |
| Greensboro | 10,540 | .72 | 3 |
| Durham | 9,585 | .84 | 4 |
| Raleigh | 7,995 | .92 | 5 |
| High Point | 7,337 | .98 | 6 |
| Canton | 5,867 | .98 | 6 |
| Asheville | 6,999 | 1.03 | 8 |
| Gastonia | 5,715 | 1.18 | 9 |
| Kannapolis | 4,960 | 1.31 | 10 |
| Rocky Mount | 4,907 | 1.34 | 11 |
| Burlington | 4,732 | 1.38 | 12 |
| Goldsboro | 4,242 | 1.48 | 13 |
| Wilson | 4,282 | 1.48 | 13 |
| Fayetteville | 3,914 | 1.58 | 15 |
| Hickory | 3,912 | 1.60 | 16 |
| Leaksville | 3,939 | 1.61 | 17 |
| Kinston | 3,237 | 1.71 | 18 |
| Salisbury | 3,376 | 1.83 | 19 |
| Washington | 2,899 | 1.88 | 20 |
| Oxford | 3,127 | 1.90 | 21 |
| Concord | 2,933 | 1.96 | 22 |
| Shelby | 3,044 | 1.97 | 23 |
| Greenville | 2,862 | 2.05 | 24 |
| Elizabeth City | 2,633 | 2.08 | 25 |
| Lexington | 2,826 | 2.11 | 26 |
| Reidsville | 2,768 | 2.13 | 27 |
| New Bern | 2,625 | 2.14 | 28 |
| Roanoke Rapids | 2,522 | 2.20 | 29 |
| Statesville | 2,495 | 2.32 | 30 |
| Asheboro | 2,327 | 2.32 | 30 |
| Thomasville | 2,378 | 2.35 | 32 |
| Morganton | 2,396 | 2.36 | 33 |
| Marion | 2,378 | 2.37 | 34 |
| Whiteville | 2,198 | 2.42 | 35 |
| Mt. Airy | 2,341 | 2.42 | 35 |
| Fairmont | 2,219 | 2.50 | 37 |
| Clinton | 1,930 | 2.58 | 38 |
| Tarboro | 2,056 | 2.73 | 39 |
| Hamlet | 2,024 | 2.74 | 40 |
| Laurinburg | 1,987 | 2.75 | 41 |
| Lumberton | 1,994 | 2.76 | 42 |
| Mooresville | 1,798 | 2.81 | 43 |
| Albemarle | 1,894 | 2.93 | 44 |
| Newton | 1,864 | 2.94 | 45 |
| Lenoir | 1,783 | 2.95 | 46 |
| Elm City | 1,590 | 3.15 | 47 |
| Wadesboro | 1,599 | 3.22 | 48 |
| Edenton | 1,655 | 3.30 | 49 |
| Hendersonville | 1,247 | 3.34 | 50 |
| Lincolnton | 1,455 | 3.38 | 51 |
| Kings Mountain | 1,496 | 3.42 | 52 |
| Cherryville | 1,322 | 3.71 | 53 |
| Red Springs | 1,213 | 3.75 | 54 |
| Monroe | 1,291 | 3.83 | 55 |
| Weldon | 1,242 | 3.86 | 56 |
| Murphy | 1,202 | 3.89 | 57 |
| Chapel Hill | 1,257 | 3.90 | 58 |
| Franklinton | 1,212 | 4.09 | 59 |
| Andrews | 1,164 | 4.17 | 60 |
| Morven | 1,090 | 4.33 | 61 |
| Madison | 1,056 | 4.34 | 62 |
| Glen Alpine | 953 | 4.58 | 63 |
| N. Wilkesboro | 904 | 5.20 | 64 |
| Fremont | 772 | 6.05 | 65 |
| Southern Pines | 784 | 6.06 | 66 |
| Tryon-Saluda | 619 | 7.33 | 67 |
| Pinehurst | 639 | 7.36 | 68 |
| 68 Units | 215,758 | 1.79 | |

Educational Symposium Held On Shortage of Teachers

● An educational symposium on the shortage of white teachers was held in Raleigh, January 21st. At this meeting, which was called by State Superintendent Clyde A. Erwin, consideration was given to the facts about the shortage, implications of that shortage for the childhood of the State, some possible solution to the shortage, and the implications for teacher education.

Supintendent Erwin presided at this symposium which was participated in by teachers, principals, supervisors, superintendents, college professors and State department officials. One direct outcome of the symposium was the passage of a resolution recommending scholarship aid to persons indicating their intention of making teaching their life profession.

According to the facts presented the present teacher output from North Carolina higher institutions of learning for white students in 1945-46 was only 52 per cent of the 1940-41 output, and the output for 1946-47 and 1947-48 is estimated to be only 68 per cent of that for 1940-41.

Other interesting facts were the following:

1. For the State as a whole the shortage of teachers is critically serious. There are at least 100,000 children who are suffering because of this shortage.

2. As would be expected, the shortage is much more acute in some localities than in others.

3. By any and all counts the shortage is much more serious in the county units than in the city units. Only 75.5 per cent of the teachers in the county units hold the Class A Certificate or better against 90.7 per cent of the teachers in the city units. In the county units, 22.2 per cent of the present teachers would not be employed if better qualified teachers were available, against 5.4 per cent in the city units.

4. There are a few city units in which the shortage is more acute than in the best county units.

5. With reference to the shortage in the county units, in general the situation is most serious in the financially weaker units and in those units which have the largest number of small schools.

6. Most of the teachers whose certificates are below Class A teach in the elementary school. The implications of this fact in connection with the small output of elementary teachers are apparent.

7. The present teacher output from the colleges of North Carolina is not sufficient by far to take care of the normal teacher turnover in the State. This is especially true of the elementary teacher where the total annual output is only about 200 teachers. The present critical teacher shortage will grow progressively worse unless and until the supply of teachers is substantially increased.

General Assembly Provides "Bonus" for State Employees

Bonuses ranging in amounts from \$144 to \$270 will be paid to all State employees including teachers and school employees for the last eight months of the fiscal year ending June 30, 1947, in accordance with an act passed by the General Assembly last month. All persons who have been employed since November 1, 1946, will receive one-half of this bonus with their regular salary check at the end of the February pay period. The remaining one-half of this bonus will be prorated according to the number of monthly salary checks issued for the remainder of the period ending June 30, 1947.

In submitting their report the conferees stated that the schedule of bonuses as provided "should not be construed as having any bearing on the salary schedule which will come before the General Assembly later in consideration of the Biennial Appropriation Bill." In fact, they said, "It is emphasized by the conferees that this report does not and should not be considered in any sense as 'a pattern' for the salary schedules to be prepared in the General Appropriations Bill for the next biennium."

The bonus schedule is to be applied as follows:

| Annual Salary | Total Bonus |
|--------------------|-------------|
| Up to \$1,200 | \$144 |
| \$1,201 to \$1,380 | 162 |
| \$1,381 to \$1,560 | 180 |
| \$1,561 to \$1,740 | 198 |
| \$1,741 to \$1,920 | 216 |
| \$1,921 to \$2,100 | 234 |
| \$2,101 to \$2,400 | 246 |
| \$2,401 to \$2,700 | 258 |
| \$2,701 to \$6,600 | 270 |

Most Negro High Schools Accredited

All except 14 of the 196 Negro public high schools of the State are now accredited, it is shown by a recent count by the Division of Negro Education of the State Department of Public Instruction. Thirteen of the number, the report shows, are also approved by the Association of Colleges in Secondary Schools of the Southern States.

Approved by State and Southern accrediting agencies indicates that such schools have met the standards as to number and training of teachers, teacher-load, equipment including library provisions, term, and curriculum. North Carolina has more accredited schools for Negroes than any other State.

NAM Urges Adequate Salaries for Teachers

Establishment of such salaries for teachers that will insure the attraction of competent men and women to the teaching profession as well as just an equitable compensation to those already devoting their lives to this important profession was urged by the National Association of Manufacturers at its Congress of American Industry held December 4-6, 1946, in New York.

The resolution adopted at this meeting stated that:

"The Congress of American Industry urges manufacturers everywhere to examine in their respective communities the need for improving teaching standards and supporting within the limit of community capabilities the establishment of compensation for the teaching profession that will insure the attraction of competent men and women to the profession."

Education Committees In Congress

School bills in the 80th Congress which convened January 3 will be referred to the Labor and Public Welfare Committee in the Senate and to the Education and Labor Committee in the House.

The personnel of these two committees are as follows:

Senate Personnel—Senator Robert A. Taft (Ohio), chairman; Senators George D. Aiken (Vt.), Joseph H. Ball (Minn.), H. Alexander Smith (N. J.), Wayne Jenner (Ind.), Irving M. Ives (N. Y.), all Republicans; Claude Pepper (Fla.), Allen J. Ellender (La.), and Lester Hill (Ala.), Democrats.

House Personnel—Republicans: Congressman Fred A. Hartley (N. J.), chairman; Congressman Gerald W. Landis (Ind.), Clare E. Hoffman (Mich.), Edward O. McCowen (Ohio), Max Schwabe (Mo.), Samuel K. McConnell, Jr. (Pa.), Ralph W. Gwinn (N. Y.), Ellsworth B. Buck (N. Y.), Walter E. Brehan (Ohio), Wint Smith (Kans.), Richard N. Nixon (Calif.), Charles J. Kersten (Wis.), George MacKinnon (Minn.), Thomas L. Owens (Ill.), and Carroll D. Kearnes (Pa.). Democrats: John Lesinski (Mich.), Graham A. Barden (N. C.), Augustine B. Kelly (Pa.), O. C. Fisher (Texas), Adam C. Powell, Jr. (N. Y.), John S. Wood (Ga.), Ray J. Madden (Ind.), Arthur G. Klein (N. Y.), John F. Kennedy (Mass.), and Wingate Lucas (Texas).

More than 30 bills affecting education have already been introduced at this session of Congress, but due to the priority of labor bills not much attention has been given to them.

Bills Relating to Education Introduced in General Assembly

The following bills relating to public education have been introduced in the General Assembly which is now in session:

Senate Bills:

S.B. 8—Penny.

"To amend the Revenue Act, exempting from Sales Tax sales to non-profit educational institutions." To Committee on Finance.

S.B. 11—Barber and others.

"To make supplemental appropriations for the State's departments, institutions, public schools, and agencies, and for the specific purpose of providing additional emergency salaries for public school teachers and other State employees, and to amend chapter 279 of 1945, the same being the General Appropriations Act." To Committee on Appropriations.

S.B. 12—Barber.

"To make appropriations for the maintenance of the State's departments, bureaus, institutions, and agencies, and for other purposes." To Committee on Appropriations.

S.B. 36—Brown.

"To amend Section 105-147 of the General Statutes of North Carolina so as to allow teachers an expense in attending summer schools." To Finance.

S.B. 55—Ward and others.

"To provide a special equalization fund to be distributed to the several counties of the State as grants-in-aid for school plant repair and construction." To Education.

House Bills—

H.B. 2—Kermon.

"To increase the salaries of school teachers and other State employees." To Committee on Appropriations.

H.B. 4—Uzzell and Ramsay.

"To amend the Constitution providing for determining result of special elections by majority of those voting therein." To Committee on Constitutional Amendments.

H.B. 14—Allen and others.

"To make supplemental appropriations for the State's departments, institutions, public schools and agencies, and for the specific purpose of providing additional emergency salaries for public school teachers and other State employees, and to amend Ch. 279, S. L. 1945, the same being the General Appropriations Act." To Committee on Appropriations.

H.B. 15—Dellinger.

"To reaffirm the truth of the Mecklenburg Declaration of Independence of May 20, 1775, and to promote a better observance of that event as being one of the achievements that brought honor and glory to North Carolina during the American Revolution." To Committee on Education.

H.B. 23—Allen.

"To make appropriations for the maintenance of the State's departments, bureaus, institutions, and agencies, and for other purposes." To Committee on Appropriations.

An Apple for the Teacher

• Teachers who are discouraged by low pay and, in many places, lack of public appreciation of the importance of teaching, may get a "lift" out of the following advertisement which has appeared with local sponsorships in a number of Michigan, Indiana, and Illinois newspapers.

The advertisement is a direct outgrowth of the education-industry conferences sponsored several years ago by the Defense Commission and the National Association of Manufacturers. In setting up the meetings the Commission worked with Henry E. Abt of N.A.M. Now Mr. Abt is managing director of Brand Names Foundation and is the author of the advertisement reproduced below.

WE'VE BEEN MEANING TO SAY THIS TO YOU TEACHERS FOR A LONG TIME

The industries listed on this page manufacture products in Branch County (Coldwater, Mich.). All over the world these products stand for skillful workmanship and high standards of integrity.

In a very real sense they stand for you and your teachings. All of the best you have taught is in these products.

Many's the time you've slaved after school to help Johnny understand how "x" can equal the number . . . or to help Mary comprehend the importance of precision.

The Johnnies and Marys you have taught are the men and women whose intelligence and faithfulness to standards give meaning to these brand names and trademarks.

Wherever these names go, they stand for the best in all of us, in places thousands of miles away, they

are Branch County, doing its proud part in the service of human needs and happiness.

This is our way of saying to Branch County teachers, "thanks"—our own thanks and the thanks of everyone everywhere who enjoys the *direct* and *ultimate* benefit of your teachings.

Signed: Midwest Foundry, Douglas Mfg. Co., Duo Coach Co., Homer Furnace and Foundry Corp., McKenzie Milling Co., Bronson Reel Co., Bronson Tool & Die Co., Coldwater Dairy Co., L. A. Darling Co., Pratt Mfg. Co., Quality Spring Products, Inc., C. Duke Muller Industries, Regal Mfg. Co., M. T. Shaw, Inc., Schafter Mfg. Co., Northern Michigan Machine Tool Co., Francis Equipment Corp., Federal-Mongul Service.—Defense Bulletin No. 19, Democracy's Defense Through Education, Washington, D. C.

cies, and for other purposes." To Committee on Appropriations.

H.B. 73—Umstead and others.

"To amend Section 116-143 of the General Statutes relating to tuition in State-supported educational institutions." To Higher Education.

H.B. 90—Mull.

"To amend Section 116-143 of the General Statutes of North Carolina so as to provide for free tuition at summer schools conducted by certain State institutions for teachers who hold contracts to teach during the year following their attendance at such schools." To Higher Education.

H.B. 118—Gunn, Edwards of Greene and Tompkins.

"To provide a special equalization fund to be distributed to the several counties of the State as grants-in-aid for school plant construction." To Education.

Prices Increase 18 Per Cent In 1946

Consumers' prices in 1946 advanced 18 per cent over 1945 prices, it was recently announced by the Bureau of Labor Statistics. Present prices are now 58 per cent higher than the average of 100.0 for the prewar period of 1935-1939. The dollar of December 1946 bought about as much as 63 cents did before the war.

Eastern Arts Association to Meet April 10, 11, 12

The thirty-fifth annual convention of the Eastern Arts Association will meet in Philadelphia at the Benjamin Franklin Hotel, April 10, 11, 12, 1947.

Proceedings will be directed to a re-evaluation of the place and function of the arts in a democratic society. The general theme, "Art Education in a Free Society," is broken down to point up for each day one of three major considerations: 1. The Place and Function of the Arts in General Education. 2. The Responsibility of Art Education in the Advancement of National Culture. 3. The Responsibility of Art Education in the Development of the Individual.

Specifically, the proceedings will consider the method and content of the art program for elementary and secondary schools, the place, method, the psychology of creative activity, the evaluation and measurement of achievement in the arts, and the goals of social competence, economic efficiency and spiritual growth.

For additional information concerning the Eastern Arts Association convention, correspondence should be addressed to Mrs. Lillian D. Sweigart, secretary, The Eastern Arts Association, State Teachers College, Kutztown, Pa.

STATE SCHOOL FACTS

John Catre Scarborough

John Catre Scarborough, son of Daniel and Cynthia Horton Scarborough, was born in Wake County on September 22, 1841. He was the fourth son and eighth child of a family of 10 children. His forebears on his father's side were English, whereas his mother's people were Scotch. His birthplace was about 12 miles south of Wake Forest and 15 miles nearly east of Raleigh on the east side of Buffalo Creek.

Early Life and Education

His early education which was obtained in the public schools of Wake County began in 1847 in public school district No. 56 in a schoolhouse 'made of hewn logs 'notched up' at the corners and the 'cracks' daubed with lime mortar. The roof was made of shingles. There was a good rock chimney at the East end capable of burning logs each six feet long. The door in the south end, a window in the north end for light. A hewn log in the east end was sawed out to give ventilation and light. This opening was the full length of that end of the house and had a 'top plank' the length of the opening, fastened on the outside by hinges so it could be lifted up for light and let down in cold weather so as to keep the room from being too cold. The floor was good and smooth. The house was 20 by 24 feet; a poor house for the present day, but the 36 square miles of territory from the upper Tarboro road to the lower Tarboro road north and south, and from Buffalo Creek on the west to Little River on the east, educated all its children at this spot from 1839 through all the years til the close of the War Between the States in 1865, 26 years." Scarborough's early teachers were all

Scarborough's early teachers were all men, on two different occasions the

ming pools and ought to be taught to swim,"¹

It was during Scarborough's 20th year that the War Between the States started. Of this struggle he said, "I decided to enter the Army and to aid in the struggle of the South for independence.

"My father took me to Raleigh on April 16, 1861, and I volunteered in the company of Capt. William H. Harrison, known as the 'Raleigh Rifles' which became Co. K of the Fourth N. C. Volunteer Regiment." In this war he served with great courage and gallantry, once seriously wounded.

Following the war, from January 1866 to June 1869, Scarborough was a student at Wake Forest College. When he graduated, he owed the college \$1,500, which he repaid in three years of time while he taught school. From 1869 to 1871 he tutored in Latin and mathematics at Wake Forest College for \$400 a year and also helped Mrs. Purefoy by teaching Latin in her school for girls. From 1871 to 1876 he taught in Selma, Johnston County, at a salary of \$100 a month. Associated with him in this school was Miss Julia Vass Moore of Johnston County, whom he married in 1876, the year he was elected State Superintendent of Public Instruction.

State Superintendent

Scarborough served three terms as State Superintendent, two successive terms from January 1, 1877 to December 31, 1884 and one term from January 1, 1893 to January 12, 1897.

First Two Terms

Scarborough's first administration marks the final overthrow of the Reconstruction regime in North Carolina and the beginning of Democratic Control of public affairs. He was elected along

20, 1879. His other recommendations, including the election of county superintendents, the holding of teachers institutes, the appointment of school committees conjointly by the county board of education and the board of magistrates, the repeal of the law requiring one-half of the cost of buildings and equipment be paid out of school funds and made to provide that the entire cost shall be paid out of the school fund, and increased appropriations for schools were all in another act which was found unsigned by the presiding officers of both House and Senate and therefore not law.

Scarborough's report for 1880 made no recommendations since the Legislature met only on odd years, but on January 3, 1881, he repeated in substance the recommendations made in 1877 with the additional recommendation for an increase in taxes—25 cents on property and 75 cents on polls; "a local option law"; two grades of certificates; and funds for the employment of a clerk in the State office. Although no "local option law" was passed, most of his recommendations were acted upon favorably, including the mandatory levying of a special tax by the county commissioners to raise funds for a four months term in case the regular levy was insufficient for this purpose.

Scarborough's recommendation to the Legislature of 1883 was for a continuation of the legislation of 1881. He also again recommended that townships and incorporated towns be given authority to vote and levy special taxes for school purposes. The Legislature, however, not only did not follow his advice in this respect, but in addition weakened the law with respect to the county superintendent and other good legislation of 1881.

Although Scarborough's term ended

for the support of graded schools be "amended in such a way as will make it easier to have an election" and "to increase the rate of local taxes for schools."* Scarborough also recommended that the county institutes, which had been so successful under his predecessor, Finger, be revised, even though the money formally appropriated for that purpose had been transferred to the support of the Normal and Industrial School.

A third recommendation made at this time by Scarborough was that the separate boards of education and the county superintendency, which were abolished by the Legislature of 1895, be re-established. These agencies, together with the county institutes, he said, "are absolutely necessary for the growth, enlargement and effectiveness of the public schools."⁴ "The Normal Schools for colored teachers, he stated, "should be continued as they are." There was evidently some talk of consolidating these schools into one central school.

| | |
|--------------------------|--------------|
| Total disbursed | \$817,562.31 |
| Enrollment | 348,610 |
| Average attendance | 204,203 |
| No. teachers | 7,212 |
| No. districts | 7,560 |
| No. schools taught | 7,249 |
| No. schoolhouses | 5,638 |
| Value of school property | \$88,132.35 |
| Average term in days | 59 |

Scarborough retired from the office of State Superintendent, as stated in his final report,[‡] "in obedience to the voice of the people whose servant I have been, with a full consciousness of having at all times striven to discharge my duty faithfully and to the best of my knowledge and ability, with the con-

well the people who selected me to be their servant,"

As soon as the studies to which, 23 years, Scarborough's early teachers were all women, my own different curriculum was

with the principal at Buffalo Academy which he then attended, he stopped school altogether to return to the farm.

In writing of this period of his life, Scarborough said, "My life had been spent in a small area from my childhood up to that morning, April 4, 1861. I had never been farther from the 'old home nest' than to Raleigh, the Capital of my State, only 15 miles west. I had been to Forestville, only 12 miles north; to Clayton, Johnston County, only 15 miles south. I had been east from the old home to the old John Chamblee place only 10 miles away. A small world to a man in his 20th year—27 miles north and south and 25 miles east and west."¹

During his early years, 8th to 12th, Scarborough stated that he was a "sickly, puny boy." He got over this, "however, after taking a "concoction of iron"—"fixed up" by his mother for several months, and "together with dancing after the music of my fiddle played by 'Uncle Bob' cured me of my sickness and put me into a healthy state again."¹

"From this time on," he stated, "I engaged in all the sports of the boys of my age in the country—hunting, fishing, swimming, 'four-hand-cat', baseball—a little differently played from the present method of the game." He also engaged in "possum" hunting, and some squirrel hunting when his father "would ask me to kill him one." He also said, "I confess here that after growing into mature manhood and after being informed by books about the habits and lives of wild creatures and birds that I had no heart for the destruction or slaughter of these innocent creatures . . . I have found that love of animals and nature increases my love for humanity and for the Good God who made nature, animals and men."¹

Scarborough also delighted in the old swimming hole and horseback riding. "All schools," he said, "for each sex ought of right be provided with swimming number of this paper, January, 1947.)

The public school law of 1877, according to Noble,² "contained a few important changes in the law which was already on the books and which was essentially the work of their (Democrats) own hands during the years since 1870." In addition to the authorization for the levy and collection of the 8 1/3-cent tax on property and 25 cents poll tax, the law of 1877 provided that "the county commissioners for each county may levy, annually, a special tax to supply the deficiency for the support and maintenance" of the public schools for four months in case the above regular taxes were insufficient for the four months Constitutional term, and then after the question had been submitted to a vote of the people.

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This Legislature also enacted two other important laws: One, established two normal schools, one for each race, for the training of teachers; and the other gave authority to towns of a certain size to raise additional funds for school purposes. The Legislature appropriated \$2,000 to each of the normal schools, one established at the University and the other at Fayetteville. The latter law gave encouragement and stimulation to the establishment of graded schools in the larger towns of the State.

| | | |
|--------------------------|--------------|--------------|
| Total amount disbursed | 1878 | 1884 |
| No. children in school | 201,459 | 278,298 |
| Average attendance | 104,173 | 169,694 |
| No. of teachers | 2,382 | 5,611 |
| No. districts | 5,718 | 6,635 |
| No. schools | 5,149 | 6,920 |
| No. school houses | 3,342 | 2,559 |
| Value of school property | \$103,301.80 | \$483,091.98 |
| Average term in weeks | 9 | 11 1/2 |

Third Term, 1893-1897

After an interruption of eight years, during which time Sidney M. Finger was State Superintendent, Scarborough was elected for a third term. His reports for this period indicate further progress in the improvement of the public schools of the State. Scarborough in these reports made further recommendations for improving the school law. His main recommendation was with reference to securing more money with which the schools could be operated for the four months term. For this he advocated a raise in the county tax from 16 cents on the \$100 valuation to 22 cents. He also recommended that the law providing for local district taxes

well the people who selected me to be their servant."

Scarborough served for 44 years, from 1873 to 1917, as trustee of his alma mater, Wake Forest College. In his History of Wake Forest College, Paschal says that he "seldom missed a meeting of the Board, and with his wise counsels, courage, loyalty, honesty, helped guide the fortunes of the College, greatly esteemed by trustees, faculty members, and others."

After retiring from his second period of service as State Superintendent of Public Instruction, Prof. Scarborough served for about 10 years, from 1897 to 1909, as President of Chowan Baptist Female Institute at Murfreesboro, now Chowan College. From 1911 to 1915 he was county superintendent of schools of Hertford County.

Due to ill health he engaged in no active work the few years prior to his death on December 26, 1917.

At his death the News and Observer in an article paid him the following tribute: "A man of rugged honesty in all his dealings of absolute fairness and of complete fidelity to his convictions. Prof. Scarborough left a heritage to his family and friends the good name which is rather to be chosen than great riches. Service was the key note of his long and nobly spent life."

Dr. J. Y. Joyner, who was State Superintendent at the time of Mr. Scarborough's death said at that time: "He was a man of solid worth, unsparingly true to his convictions and intensely devoted to his State. His work in reorganizing an educational system out of the chaotic conditions of reconstruction was a work of immense value to the State and to the cause of education."

¹ From *Autobiography of John Catre Scarborough* (unpublished) August 14, 1911.

² Noble: *A History of the Public Schools of North Carolina*.

* Biennial Report of the State Superintendent of Public Instruction, 1892-93-1893-94, p. 16.

† Report of State Superintendent of Public Instruction, 1894-95-1895-96, p. 6.

‡ *Ibid.*, p. 9.

North Carolina Teachers Paid Less Than National Average

● The following table, taken from "Statistics of State School Systems," U. S. Office of Education, shows the average salaries of all teachers, supervisors and principals for the school year 1943-44:

| Bank | State | Average Salary | Bank | State | Average Salary |
|------|----------------------|----------------|------|----------------|----------------|
| 1 | New York | \$2,726 | 25 | New Mexico | \$1,456 |
| 2 | California | 2,616 | 26 | Montana | 1,453 |
| 3 | District of Columbia | 2,610 | 27 | Oklahoma | 1,429 |
| 4 | New Jersey | 2,353 | 28 | Louisiana | 1,427 |
| 5 | Massachusetts | 2,219 | 29 | Missouri | 1,410 |
| 6 | Washington | 2,099 | 30 | Florida | 1,390 |
| 7 | Maryland | 2,069 | 31 | Idaho | 1,379 |
| 8 | Rhode Island | 2,042 | 32 | New Hampshire | 1,366 |
| 9 | Connecticut | 2,019 | 33 | North Carolina | 1,342 |
| 10 | Illinois | 2,018 | 34 | Texas | 1,329 |
| 11 | Michigan | 2,013 | 35 | Kansas | 1,313 |
| 12 | Pennsylvania | 1,972 | 36 | Virginia | 1,308 |
| 13 | Delaware | 1,932 | 37 | Iowa | 1,289 |
| 14 | Ohio | 1,912 | 38 | Vermont | 1,165 |
| 15 | Arizona | 1,903 | 39 | Nebraska | 1,159 |
| 16 | Nevada | 1,876 | 40 | Kentucky | 1,158 |
| 17 | Indiana | 1,833 | 41 | Maine | 1,158 |
| 18 | Oregon | 1,809 | 42 | South Dakota | 1,158 |
| 19 | Utah | 1,792 | 43 | Tennessee | 1,062 |
| | National average | 1,728 | 44 | North Dakota | 1,059 |
| 20 | Wisconsin | 1,705 | 45 | Alabama | 1,009 |
| 21 | Colorado | 1,600 | 46 | South Carolina | 973 |
| 22 | Minnesota | 1,567 | 47 | Georgia | 923 |
| 23 | West Virginia | 1,508 | 48 | Arkansas | 845 |
| 24 | Wyoming | 1,471 | 49 | Mississippi | 790 |

Student Government Aids Available

To keep American teachers and students informed of the progress of student government in this country and abroad is the purpose of a quarterly *Self Government News Letter* published by the National Self Government Committee, 80 Broadway, New York City. Richard Welling, Chairman of the committee, announced that the November issue of the *News Letter* will be sent to the 7,200 associate members of the committee, teachers and students in all parts of the country. Mr. Welling also announced that Reed Harris, author and publicist and a director of the committee, is serving as editor.

For over 40 years, the National Self Government Committee, a non-partisan, non-profit organization, has been campaigning for the adoption of democratic procedures in the schools. It sponsors studies, publications, discussions and other means of bringing the self government idea to the attention of educators and the general public. A wide variety of publications are available to teachers and students upon request.

Among those associated with the committee are: President Hamilton Holt of Rollins College, Dr. Angelo Patri, educator; Professor John Dewey, Professor Charles A. Beard, Charles C. Burlingham, Carrie Chapman Catt, Honorable Johanna M. Lindlof, Honorable Joseph D. McGoldrick, former Comptroller of the City of New York; Henry Pringle, author, and Lyman Beecher Stowe, the publicist.

Library Letters Furnish Helps to School Librarians

"Library Letters," issued four times during each school year to the school librarians of the State, provide many helps and suggestions to those school workers. For example, the January-March 1947 School Library Letter contains suggestions as to where a charter to the United Nations may be obtained, where a poster on How to Grow Trees can be secured, where gummed letters and stencils can be bought, a note about a new *Permafilm* for covering pamphlets and magazines, and other information useful to the school librarian.

These letters are prepared by Mrs. Mary Peacock Douglas, State School Library Adviser, State Department of Public Instruction. They are sent to about 600 school librarians and others.

Photographic Contest Announced

The National High School Photographic Awards of Rochester, N. Y., announces the 1947 contest for high school students. Prizes ranging from \$5 to \$100 are offered for the best photographs in black and white. In addition there will be a grand prize of \$500. Notices of the contest have gone to high school principals. Students interested who have not received notice and rules about the contest should write to the above named organization. The contest opens February 15 and closes May 15, 1947.

Guidance Workshop Meetings Help Franklin County Teachers

Guidance work-shop meetings recently held in Franklin County were very helpful to the teachers who attended them, according to comments they have made since the series of discussions ended. Some of the representative comments were the following:

"The work-shop has impressed upon me the need for greater tolerance, understanding and patience in daily contacts with school students."—A fourth grade teacher.

"I thought the Course in Guidance has been worth while for two reasons: First, I have learned that teachers need guidance themselves to help them solve their many school room problems, and that the best way of obtaining this guidance is through a 'Round Table Workshop.' Second, the great need for personal as well as vocational guidance was emphasized."—A high school English teacher.

"Our Guidance Workshop has been very helpful to me as a teacher. I have been interested in Guidance for many years, and firmly believe that with proper guidance in our schools most all of our school problems would disappear. The workshop has brought to me many new ideas."—A high school teacher of mathematics.

"I believe a Guidance Workshop is one of the most profitable means of in-service training. Through this workshop I have become more conscious of my students as individuals and can better understand them."—A home economics teacher.

Committees on Education 1947 General Assembly

Committees on Education in the General Assembly of 1947 have been appointed by the presiding officers of each branch, as follows:

SENATE

Johnson, chairman; Horton, Jenkins, Whitaker, Wallace, Ferguson, Currie of Durham; Jones of Surry; Blythe, Ward, Midget, Allsbrook, Jones of Swain; Parker, Brown, Gray, Powell, Lennon, Fountain, McKinnon, Simms, Webb, Watkins, Cole, Chaffin, White, Williams.

HOUSE

Stoney of Burke, chairman; Harris of Person; vice-chairman, McDonald, Alexander, Allen, Barker of Durham; Blackwell, Blue, Boswood, Bynum, Clifton Crissman, Darden, Edwards of Greene; Fountain, Greene, Grier, Halstead, Harris of Pamlico; Hunter, Hutchins, Kermion, Kerr, Martin of Johnston; Martin of Martin; Matheson, Moore of Scotland; Mosely, McGlamery, Ramsay, Scott, Smith, Snow, Story, Taylor of Buncombe; Taylor of Wayne; Timberlake, Tompkins, Umstead, Underwood, Uzzell, Vogler, Worthington.

Guidance Briefs Lists Job Opportunities in N. C.

Job opportunities in North Carolina for January-April, 1947 are listed in "Guidance Briefs," mimeographed bulletin issued by the Occupational Information and Guidance Service, State Department of Public Instruction, as follows:

Charlotte area: 500 construction workers, 450 trade and service workers, 200 government workers, 150 textile workers, 100 food handlers, and 100 lumbermen.

In the Greensboro area 300 workers, chiefly in the electrical machinery, textile, knitting, furniture and insurance industries. Job orders, Guidance Briefs reports, are now on file with the employment service for draftsmen, stenographers, typists, telephone operators, insurance salesmen, machinists, toolmakers, molders, carpenters, bricklayers, taxi drivers, and laborers in various industries.

Textile industries are using more women in specialized jobs. The National Nursing Council reports that 40,000 student nurses will be needed to cope with the acute shortage of graduate nurses in 1946-47.

Report on Merit Rating Issued

The Commission on Merit Rating of Teachers, which was appointed by Governor Cherry under authorization of a resolution passed by the General Assembly of 1945, issued its report last month. Copies have already been transmitted to both branches of the legislature now in session.

"After an extensive survey of current practices both as to procedures in merit ratings of teachers and the application of such ratings to salary schedules," the report says, "the commission has been unable to find an instrument for measuring teaching efficiency which can be accepted or valid for determining salaries. The commission believes that such a device may be constructed but during the period of study there has been neither the means nor the time to construct such an instrument."

The commission recommended an experimental program for improving instruction and teaching. "It is clear to the commission," the report reads, "that there must be a period of scientifically and carefully controlled experimentation before fundamental changes in the present basis of rating teachers, for salary purposes, can be made or would be justified."

A legislative appropriation of \$50,000 for the next biennium is suggested for the experimentation program recommended.

Members of the commission were the following: J. W. Umstead, Jr., chairman; James E. Hillman, secretary; Inez B. Hinnant, Carl W. McCartha, A. M. Proctor, Junius H. Rose and J. Carlyle Rutledge.

A.S.C.D. Meets March 23-26

The annual meeting of the Association for Supervision and Curriculum Development will be held March 23 through 26, 1947 at the Sherman Hotel, Chicago, Ill.

All persons interested in improving instructional programs are invited to attend. Special emphasis will be given to making this meeting an actual laboratory for learning in various group processes. There will be a large number of small discussion groups dealing with issues in education as implications for curriculum change in this modern technological world; human relationships in the supervisory processes; and building curriculum based on child needs and development. The general evening sessions will give attention to problems of current concern on curriculum planning. All educators interested in providing better school programs are invited to attend.

Business Education Teachers Hold Meetings

North Carolina teachers of business education held a series of meetings throughout the State during January and February, studying the tentative course of study in business education and other matters pertaining to this field of instruction.

During January, meetings were held at Raleigh, Greenville, Elizabeth City, Fayetteville, Greensboro, Hickory, Boone, Asheville, and Cullowhee. The final meetings early in February were held at Winston-Salem, Charlotte, and Wilmington.

Educational leaders from Meredith College, East Carolina Teachers College, Appalachian State Teachers College, Woman's College, Western Carolina Teachers College and New Hanover High School assisted staff members of the Division of Instructional Service in holding these conferences.

Tests Show North Carolina Children Below National Norm

● Results from tests of more than 100,000 North Carolina fourth and eighth grade school children made last year indicate that the white children tend to be slightly below the norm in most subjects and that colored children are very seriously below the norm.

Tests providing for scores in six separate subjects—paragraph meaning, word meaning, language usage, arithmetic reasoning, arithmetic computation, and spelling—were administered at the end of the fourth month during the 1945-46 school year to 61,381 fourth grade pupils, 46,024 white and 15,357 colored, and to 43,489 eighth grade pupils, 33,538 white and 9,951 colored.

Scores were computed for subject area groups for the races and for large cities, small cities and counties. "In large cities," the report points out, "the pupils on the whole continue to do slightly better than those in small cities." The average in all cities exceed those in rural areas, but this generalization does not hold so well in colored schools as in white schools.

The median total average score for white children in all administrative units was 4.0 in the fourth grade, or .4 below the normal of 4.4. For the eighth grade children the median of 8.1 was only .3 below the normal.

In the State as a whole arithmetic seems to be the best subject and word meaning and spelling the poorer ones. Although colored children made low scores in all subjects, with an average score of 6.5 for the eighth grade, they made a relatively high score, 6.6, in spelling.

A summary of the test results shows the following:

"(1) The results of the program justify an optimistic attitude. Median scores for white children are generally only slightly below the norm.

"(2) In grade eight, however, they are apparently significantly below the

norm in spelling and word meaning and very much above the norm in arithmetic reasoning.

"(3) There seems to be a definite tendency for scores to be slightly lower on the whole in rural schools than in urban schools.

"(4) The colored children's achievement is markedly inferior to that of the white children and it is relatively poorer at the eighth grade than the fourth. Their best subject seems to be spelling.

"(5) There are wide variations among administrative units in level of achievement.

"(6) There are still wider variations among individual children within the same administrative unit and even within the same class. It is at this point that the most practical work can be done, since the entity with which the teacher works, in the last analysis, is the individual child."

Charts presenting these results graphically are shown on other pages. The line crossing each heavy vertical bar about the middle corresponds to the median score. The heavy bar represents the range between the 25th and 75th percentiles, while the narrower vertical bar goes down to the 10th percentile point and up to the 90th. The median scores (scores corresponding to the 50th percentile) are the ones which are of primary importance in indicating the general level of development of a particular group.

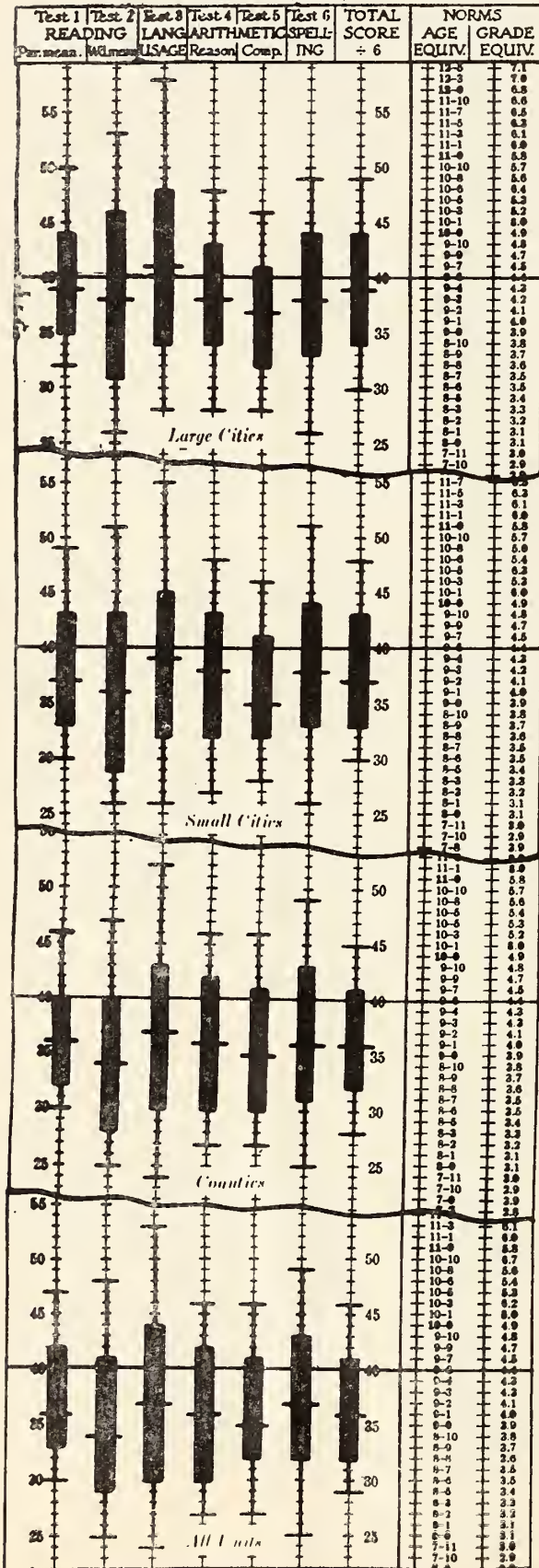
NORTH CAROLINA ANNUAL STATE-WIDE TESTING PROGRAM
STANFORD ACHIEVEMENT TEST

Figure 1a

Profile Charts Showing the 90th, 75th, 50th, 25th, and 10th Percentile Points
For Each Kind of Administrative Unit and for All Units Combined

WHITE CHILDREN

Grade 4
SAT Intermediate Battery -- Partial, Form F



Grade 8
SAT Advanced Battery -- Partial, Form F

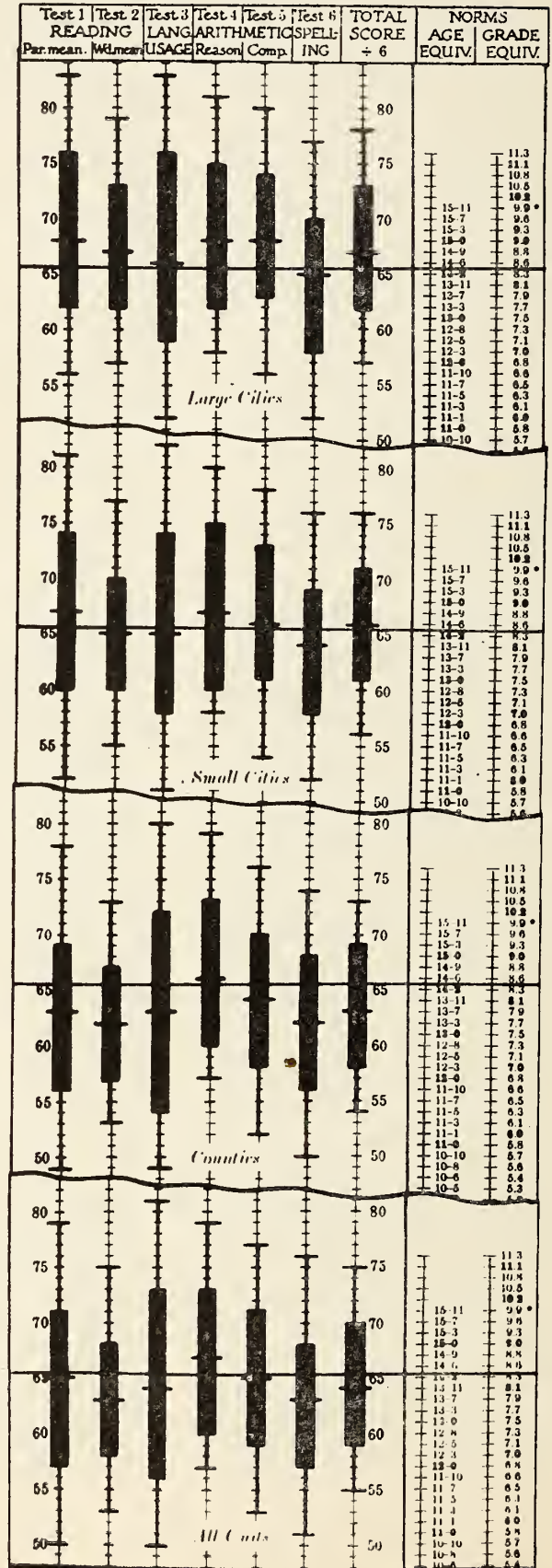
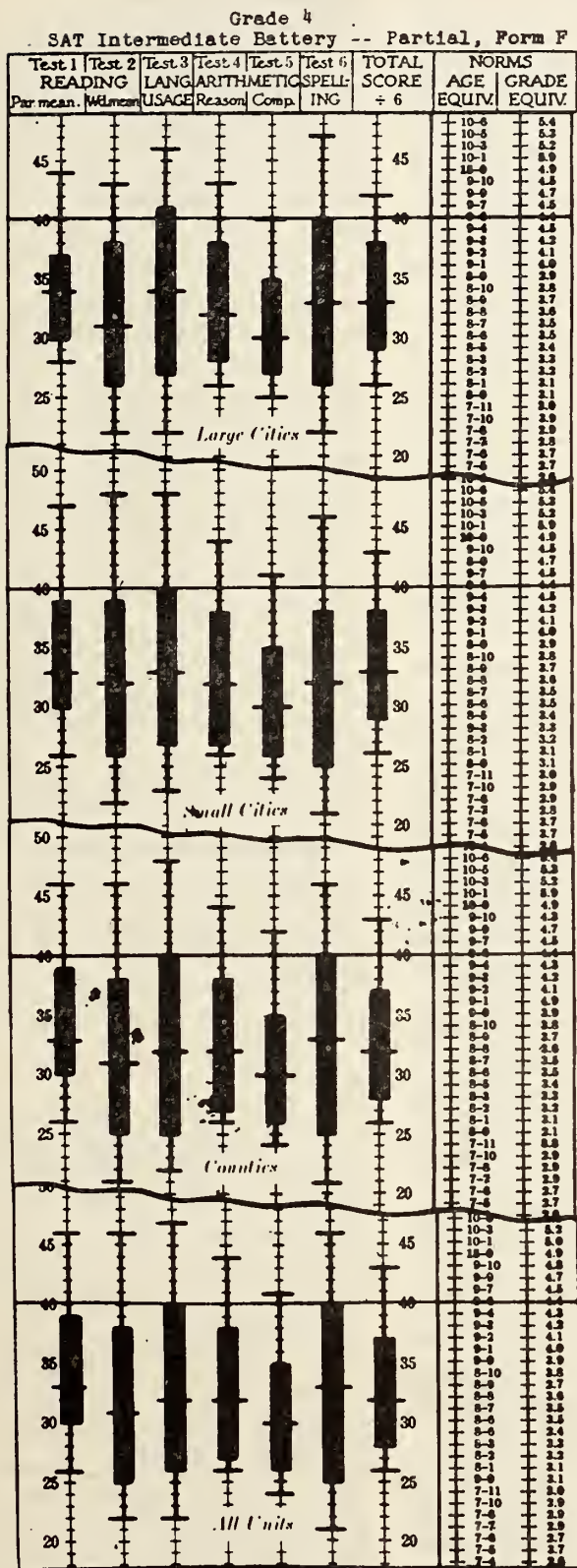


Figure 1b

Profile Charts Showing the 90th, 75th, 50th, 25th, and 10th Percentile Points
For Each Kind of Administrative Unit and for All Units Combined

COLORED CHILDREN



EDUCATION AROUND THE WORLD

(U. S. Education News, September, 1946)

Switzerland—Swiss children in many a mountainous section go to school on mule back or skis, said Arnold Latt of the Swiss Teachers Association. In this country where three fourths of the teachers are men, there was a shortage, in war time, due to mobilization. Men are attracted to teaching in Switzerland due to the high social standing accorded the profession.

For those seven to 15 years old, attendance is compulsory and up to 20 some continuation work is often required. Vocational education is offered for those 15 to 20 years old and many boys are encouraged to study watch-making. Education is free from the earliest years through the university.

England—England has been a land of comparatively small school units, said Ralph Morley, president of the National Union of Teachers, but it is now inclined to feel that these specialized schools do not meet the needs of English children so there is an inclination to encourage multilateral schools in which work adjusted to various types of children may be offered. This is likely to result in schools with enrollments of about 2,000 as compared with schools of a few hundred which England hitherto had been inclined to favor.

Many of the English educators visiting in the United States have studied organization in an attempt to find out how, through teacher assignment and supervision, the educational interests of the child are safeguarded.

Mr. Morley, who headed the British delegation, was for some time a teacher in Southampton, but he resigned his post to give full time to his duties as a member of Parliament.

C. E. Caton, principal of the school in the eastern section of London, told of sending his pupils into an air-raid shelter as many as eight times in a day.

Haiti—Gerald F. Hyppolite, of the National Union of Teachers in Haiti, was one of the educational leaders who participated in the revolution that early this year resulted in a new government for his country. He is a high school teacher in a land in which secondary education for a large percentage of young people is still a goal in the future. The country is now trying to set up sufficient facilities so it really can enforce a compulsory attendance law covering the first five years of elementary education.

Northern Ireland—Leaving age in the schools of Northern Ireland would be 15 years and later 16 instead of the present 14 under a proposal of the Ulster Teachers Union, whose delegate was its president, John W. Frame. He is a teacher in the senior department of the Londonderry Model School.

For the improvement of schools, this union has proposed: establishing of

nursery schools, that children be required at five years of age to attend school, but with the proviso that local authorities could raise this to five and a half or six years; elimination of many discriminations in the present elementary and secondary school systems of the country, establishing of junior technical schools; free textbooks; more teachers to permit a lower pupil-teacher ratio; more aid to local schools from the central government; compulsory religious instruction.

Mexico—Enthusiastic advocate of Sindicato de Trabajadores de la Educacion is Jose Luis Figueroa, a Mexican delegate. This organization includes, Mr. Figueroa said, almost all teachers in the 28 states and three territories of the country.

During its nearly four years of history, Sindicato, he said, has improved teacher salaries and tenure status. It is not, however, a teachers union, he insisted, although it is organized somewhat along the lines of French teacher groups.

There is an American Confederation of Teachers which includes sindicatos in various Latin American countries. In South America, only Brazil and Bolivia are not represented in the confederation. Panama, El Salvador and Guatemala in Central America are identified as well as Mexico, Cuba and Porto Rico.

Poland—In spite of the shifting of population and other similar problems, education in Poland has made vigorous progress toward reconstruction, said Antoni Wojcicki, of the Polish Teachers Union. Accompanying agrarian reforms, there is a big increase in agriculture instruction. The loss of 3,500,000 Jews, who lived, for the most part, in cities, has made Poland relatively more an agricultural country and the breaking up of estates to the advantage of the landless peasants are factors, also, in the emphasis on vocational agriculture.

Ecuador—Indians of Ecuador do not readily send their children to school, said Miss Mercedes Velez of the country's National Union of Teachers, and that in part explains the poor school attendance record of that nation. A compulsory attendance law is not enforced and in some areas 75 per cent of the children are out of school. In isolated, mountainous areas, children often are many miles from schools.

Canada—Education problems in Canada seem to differ from those in the United States only in degree, said O. V. B. Miller, of the Canadian Teachers Federation, who is principal of the Frederickton (N. B.) High School.

The University of New Brunswick, which has had a normal enrollment of 350, will register 1,500 this fall. Mount

\$2,400 Minimum Set for California Teachers

With a \$2,400-a-year minimum salary for school teachers written into the state constitution, California will recruit 40,000 teachers in the next eight years to take care of the increasing school population. Voters of the state gave three-to-one approval to the teacher salary minimum at the polls November 5, agreeing also to an increase in state support for public schools to \$120 a year for each pupil in average daily attendance.

Erwin Endorses Legion Oratorical Contest in the Schools

State Superintendent Clyde A. Erwin has endorsed the Oratorical Contest which is being conducted by the American Legion. "This contest," Superintendent Edwin stated in a letter to F. Scarr Morrison, Statesville, Chairman of the Contest Committee, "has been very valuable through the years, and I note that the present contest will be the tenth which your organization has provided. From a first-hand observation of the program, I believe it has been of tremendous benefit to the boys and girls who have participated. I heartily endorse the contest this year, and I hope that participation will be widespread among the schools of the State."

Rules of the contest may be obtained from the local committees which have been appointed in each school unit.

Good Health Week Observed

Good Health Week was observed in North Carolina schools February 2-8. During this week emphasis was put on health as a regular part of the school program.

During this week the schools were requested by State Superintendent Clyde A. Erwin to:

- (1) Study the health needs of the child.
- (2) Initiate steps leading to improvement in health instruction, health service, including medical examinations and correction of physical defects, health environment and physical education.

- (3) Stimulate, through special activities, interest and support of public health organizations in the current devices to provide better medical care and hospital facilities.

Piano copies of the song "Its All Up To You," which was written especially for North Carolina through the efforts of the Good Health Association and Kay Kyser, were distributed to the music teachers of the State.

Allison University, about the same size, will have 1,000 students. War conditions have caused a critical shortage of teachers in most parts of Canada. In many cases, schools are being taught by persons who have had little or no high school education.

LAWS, RULINGS and OPINIONS

Disposition of Special Tax Funds; Racial Discrimination

In reply to inquiry: I have your letter of January 9, written as chairman of the Legislative Committee of the North Carolina Teachers Association, in which you inquire as follows:

(1) Is there any statutory provision which either directly or by implication makes it obligatory upon local school boards or communities to distribute local supplements to teachers salaries in an equitable manner as between Negro and white teachers?

(2) To make the question more specific, is there any provision in the law of our state which would require local school boards to pay from their supplementary school funds equal amounts to teachers with the same certificate ratings and experience regardless of race?

The Constitution of North Carolina provides, in Article IX, Section 2, as follows:

The General Assembly, at its first session under this Constitution, shall provide by taxation and otherwise for a general and uniform system of public schools, wherein tuition shall be free of charge to all children of the State between the ages of six and 21 years. And the children of the white race and the children of the colored race shall be taught in separate public schools; but there shall be no discrimination in favor of, or to the prejudice of, either race.

Any discrimination between races is, by this provision of the Constitution, prohibited. See, *Williams v. Bradford*, 158 N. C. 38.

To specifically answer your question, I would say that, in my opinion, the law requires that local school boards pay from their supplemental school funds equal amounts to teachers with the same certificate ratings and experience, regardless of race; in other words, that there should and cannot be, legally any racial discrimination in the distribution of school funds provided by taxation. — Attorney General, January 13, 1947.

Special Tax School Districts; Chapter 559, Public Laws Of 1935

In reply to inquiry: Receipt is acknowledged of your letter of the 12th of November, 1946, enclosing a copy of a letter from Mr. _____, Superintendent of the Public Schools of _____ County, wherein he states that a movement has been started in the _____ School District in _____ County to have bonds issued and taxes levied within the district for the payment of the bonds in order to finance

Public School Buildings; Care and Inspection of by County Board of Education

In reply to inquiry: I have your letter of December 3, in which you inquire as to whether or not under G. S. 153-29 the Board of County Commissioners should provide for the regular inspection of and care of school property, school buildings, etc.

This duty is imposed upon the County Board of Education and the trustees of city administrative units, as to school buildings in the county and city administrative units, by G. S. 115-90 and other sections found in Article 10 of Chapter 115 of the General Statutes.

It is, therefore, my opinion that the Board of County Commissioners is not required by G. S. 153-28 to make inspection of and care for this property, as this is specifically made the duty of these other mentioned boards. — Attorney General, December 9, 1946.

the construction of a gymnasium and lunch room. He further states that the _____ School District includes all of Holly Grove Township and parts of Hunters Mill, Hasletts and _____ Townships. He raises the question as to whether or not the levy of the taxes for the payment of these bonds might be limited to one township, Holly Grove, instead of all of Holly Grove Township and parts of the other townships within the district.

The proposed bond issue is authorized by Chapter 559 of the Public Laws of 1935, which act was made applicable to _____ County by the enactment of Chapter 641 of the Public-Local Laws of 1937.

In effect, the act authorizes the county commissioners, after a favorable vote by the people of the territory concerned, to set up a new district, the boundaries of which are required to be set out in the petition for the establishment thereof and in the advertisement calling for the election by the voters of the territory concerned.

In view of the above it is the opinion of this office that if the petition contains a description only of that territory included in Holly Grove Township, and the notice of the election required by Section 3 of the act also contains only the boundaries of the area of Holly Grove Township, taxes may be levied only in that township for the payment of the bonds proposed to be issued.

Acts similar to the one in question have been upheld as to constitutionality in the case of *Fletcher v. Commissioners of Buncombe County* and in the case of *Henderson v. Commissioners of Yadkin County*, 218 N. C., pages one and 13 respectively. — Attorney General, November 15, 1946.

Local School Supplements; More Than one Election; Effect of

In reply to inquiry: I have your letter of December 3, in which you advise that in 1935 the City of _____ voted a 25c maximum tax limit to conduct a nine months school term and pay teachers' salaries under the then existing law, which you understand to be the present provisions of G. S. 115-361.

You further state a question has been raised as to the authority of the Board of Commissioners of your local administrative unit to set in motion another election asking for an increase in this tax, without in any manner jeopardizing the present 25c limit. I note your conclusion that the Legislature probably intended that G. S. 115-361 would be authority for more than one election, as the statute provides that the rate voted shall remain the maximum until revoked or changed by another election, and you request my opinion as to whether or not primary steps could be taken, without further legislative authority, to validly increase your present supplement.

I agree with the conclusion which you have reached. The section, G. S. 115-361, provides that the county board of education and the school governing board in any city administrative unit may, with the approval of the tax levying authorities and the State Board of Education, supplement the funds from State and county allotments available to said administrative unit. The proviso in the section then states that, before making any levy for supplementing said allotments, an election shall be held to determine the maximum rate which may be levied therefor. Then follows the proviso which you quoted, that the rate voted shall remain the maximum until revoked or changed by another election. This language, in my opinion, very definitely indicates that the Legislature did not intend to limit the number of elections which might be had to provide supplements which would be authorized in the manner provided by the statute.

I think that in drafting the resolution providing for the election, it should be stated definitely that the tax to be voted on is an additional tax to the existing authorized 25c levy and is not intended to be in lieu thereof; in other words, the resolution should definitely and explicitly eliminate any possibility of it being considered as affecting the existing authorized tax limit. With this being done, I do not see how it could in any way affect the existing authority, whatever the result of the election on the additional supplement might be.

With kindest regards and all good wishes. — Attorney General, December 4, 1946.

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin, February, 1942)

The Twelve-Year Program study, which has been in process for the past several months by committees appointed in accordance with the law, has now been issued in mimeograph form as an experimental edition.

M. D. Billings, superintendent of Macon County for 25 years, died suddenly at his home at Franklin, N. C., on January 9th.

Miss Mary Vann O'Briant, of Durham, has been employed as supervisor for the public schools of Northampton County.

The average annual salary (State funds) for all white teachers increased from \$600.23 in 1933-34 to \$929.80 in 1940-41. Negro teachers' salaries, on the other hand, increased from an average of \$393.80 annually in 1933-34 to \$732.87 in 1940-41.

10 Years Ago

(North Carolina Public School Bulletin, February, 1937)

The State lost one of its outstanding educators in the death of Superintendent T. Wingate Andrews of the High Point City Schools.

An "open house" was held at the Ellerbe School, Saturday, February 6th.

There are now 58 school librarians, 54 white and four colored, employed on a whole-time basis in this State.

The completion of the building program in Stanly County is worthy of mention.

65 Years Ago

(Biennial Report of the State Superintendent of Public Instruction)

STATISTICS FOR THE YEAR 1882

| | |
|---------------------------------------|--------------|
| Total amount disbursed | \$509,736.02 |
| No. children attending school | 233,071 |
| Total average attendance | 132,546 |
| Total No. of districts | 6,243 |
| Total No. of public school-houses | 3,857 |
| Value of public school property | \$367,671.08 |
| No. of schools taught | 5,328 |
| Average length of term in weeks | 12½ |
| Average salary of teacher per month | |
| White | \$ 24.11 |
| Colored | \$ 19.93 |
| No. of teachers examined and approved | 5,173 |

Ten Business Commandments

WORK HARD—Tackle the hardest job first each day.

STUDY HARD—The more you know, the easier and more effective will be your work.

HAVE INITIATIVE—Ruts often deepen into graves.

LOVE YOUR WORK—There's a sense of satisfaction in doing work well.

BE EXACT—Accuracy is far better than haste.

HAVE COURAGE—A stout heart will carry you through difficulties.

BE FRIENDLY—Only friendly people become successful leaders.

CULTIVATE PERSONALITY—Personality is to man what perfume is to flowers.

WEAR A SMILE—It opens the door into the sunshine beyond.

DO YOUR BEST—If you give to the world the best you have, the best will come back to you.

454 Schools Have Teachers Of Health and Physical Education

Records recently completed show that 454 North Carolina schools have teachers of health and physical education. According to Charles E. Spencer, Co-director School-Health Co-ordinating Service who is in charge of health and physical education on the State level, this is a tremendous increase from the dozen or so schools employing physical and health education teachers 10 years ago. At that time, Mr. Spencer stated, only such schools as Lexington, Kings Mountain, Hugh Morson (Raleigh), Stony Point (Alexander County), West End (Moore County), Rockwell (Rowan County), and Lumberton employed a special teacher for these subjects. Now, such teachers are employed in one or more schools in 97 county units and 59 city units. Many schools have more than one teacher for these subjects, there being nearly 700 teachers either on a part-time or full-time basis.

"School Lunch Ideas"

"School Lunch Ideas" is a one-page mimeograph sheet sent to the lunchroom managers of the 1,265 schools providing school lunches under the School Lunch Program provided by the State Department of Public Instruction.

The November edition of "School Lunch Ideas" includes: Some Suggested Menus, Recipes, November Abundant Food List and To Wash Dishes Properly. Among the recipes are the following: Cheese Fondue, Boiled Salad Dressing, Macaroni, Cheese and Eggs, and Peanut Butter Cookies.

FROM THE PRESS

Henderson. Almost enough money is now on hand in cash and government bonds for the \$200,000 building program for Negro schools in the city of Henderson, the Vance Board of County Commissioners found today after making a compilation of accumulations for that purpose.

Forsyth. Creation of a joint building committee for the Forsyth County schools was announced yesterday (January 10).

Chapel Hill. "To aid North Carolina in the attainment of a superior educational system," the University of North Carolina Veterans' Association has dispatched letters to members of the General Assembly advocating increased outlay of funds for educational purposes.

Cumberland. The Cumberland County school system consists of a total of 53 schools: 19 whites, 33 colored, and one Indian with a total enrollment to date of 10,650 students.

Lexington. Outlining needs of schools in the Lexington District, L. E. Andrews, Superintendent of city schools, last night (Jan. 15) explained to members of the local Civitan Club features of a proposed \$5,000,000 expansion program for Davidson County schools and recommended doubling of a school tax levy voted in the district several years ago.

Durham. A workshop on school cafeteria operation and management will be conducted by the school lunch division of the State Department of Public Instruction at Bragtown School, Saturday (Jan. 18), according to an announcement by County School Superintendent W. M. Jenkins.

Salisbury. The Samuel C. Hart post of the American Legion endorsed the quota force plan for reform of the United Nations and recommended a 30 per cent increase for classroom school teachers of North Carolina at its regular monthly meeting held in the Elks Club rooms last night (Jan. 14).

Shelby. Figures on local teachers' salaries released from the office of Walter E. Abernethy, superintendent of schools, show that the 83 teachers in the Shelby city schools received from local funds an average gross salary supplement of \$70.56 for the entire year ending June 30, 1946.

Burke. R. L. Patton, superintendent of Burke County schools, has long enjoyed Statewide fame as an after dinner speaker. It is pleasing to note that the International Lyceum Association has recently conferred upon him the highest honor at the command of that organization listing in "Who's Who on the American Platform." The Record salutes the talented Morganton man who has entertained so many thousands of Tar Heels with his wit and humor. We hope he finds opportunity to share his laughter and philosophy with millions of fellow Americans.—Editorial in the Hickory Record.

C 370.5

Caroline

JOURNAL OF THE ELISHA
CHAPEL HILL WEEKLY
CHAPL HILL, N. C.

NORTH CAROLINA PUBLIC SCHOOL

BULLETIN

Published Monthly by the State Department of Public Instruction

MARCH, 1947

RALEIGH, NORTH CAROLINA

VOL. XI, No.

Public Schools Greatest Problem General Assembly Will Face

● Governor R. Gregg Cherry, in his biennial message to the General Assembly of 1947, stated that the public schools is the "greatest problem you will face. What you decide here (that is with the public schools) will determine what you can do, or cannot do, with the other problems which will be presented," he said.

"The people of North Carolina believe that public education is necessary to preserve democracy. It is the one public service to which all our people subscribe as essential to the growth and development of our State. A state which needs to raise its per capita income and wealth places education first on its list of public services."

Governor Cherry recommended a 20 per cent increase in salaries for teachers and other State employees to offset the increase in the cost of living since 1945. He suggested that this increase in salaries be made available at the earliest possible date.

The General Assembly followed this last recommendation by passing a law providing for an emergency bonus for employees on the pay roll between December 1, 1946 and January 30, 1947, one half to be paid in the February salary voucher and the remaining in monthly installments as they become due.

As to institutions of higher learning, the Governor stated, "It seems to me that if North Carolina is to maintain these several institutions of higher education in their respective spheres of academic excellence, comparable with like institutions in other states, that it will be necessary to now make some reasonable increase in the compensation of those who teach in and administer the policies of the institution."

Radio Scripts on Prevention Of War Available

Will Germany be the cause of another world war? That challenging question is the theme of a new series of 15-minute radio scripts released by the Society for the Prevention of World War III.

The scripts present in vivid, dramatic form the background of German history, the rise of militarism, and the reasons underlying Germany's two attempts at world conquest. Dialogue is simply written for three or four characters.

For free copies, write the Radio Department, Society for the Prevention of World War III, 515 Madison Avenue, New York 22, N. Y.

Bus Drivers Get Raise; Substitute Teachers Also

By action of the State Board of Education at a meeting held on January 23 authorization was made to transfer sufficient funds from the unallotted reserve of the nine-months school fund to enable a raise in the salaries of bus drivers from \$13.50 per month to \$20, effective for the last four and a half months of the school year.

At the same meeting the rules governing the payment of substitute teachers were amended to permit the payment of a substitute teacher \$5 per day instead of \$4 as the case had been, to be effective immediately.

Miss Brunson Succeeds Miss Cooper on Textbook Commission

Miss Grace Brunson, elementary supervisor of the Winston-Salem schools, was recently appointed by Governor Cherry as a member of the Textbook Commission to succeed Miss Joyce Cooper of Greensboro who had resigned to take further graduate training.

It is the duty of the Textbook Commission to evaluate all textbooks offered for adoption in the schools of North Carolina. Miss Brunson, together with the other six members from the elementary field, will evaluate those texts offered for adoption for use in the elementary grades.

Other members of the Commission are: Supt. L. E. Spikes, Burlington, chairman; Cleo Rainwater, Greenville; R. T. Kimsey, Brevard; Frances Lacy, Raleigh; Mrs. Floyd Souders, Fayetteville; Mrs. Manly Williams, Wilmington, all representing the elementary field; and George S. Willard, Jr., Wilson; Eloise Camp, Kannapolis; E. M. Thompson, Burgaw; Jinsie Underwood, Gastonia; and Iva E. Shockley, Durham, representing the high school field.

INTERESTING ARTICLES IN THIS ISSUE

| | |
|---|----|
| Superintendent's Letter | 2 |
| Martyr in a Peanut Wagon (Guest Editorial) | 3 |
| Probationers Have Low Educational Status | 4 |
| Is Your Teaching Effective?..... | 6 |
| Principals, How Do You Measure Up?..... | 11 |

Student Themes Mimeographed By New Hanover High School

The English Department of New Hanover School has mimeographed in booklet form a selected list of themes written by students enrolled in the four high school classes of 1945-46. These writings were prepared for regular classroom work and not for publication, it is stated in the foreword of "Student Themes," the title under which the selections are issued.

According to J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, who examined the booklet, this is a splendid idea of recognizing good work in English. "I heartily approve a project of this kind," Dr. Highsmith said, "because it gives public recognition to a student's good work among his fellows. Then, too, it shows that good work in English in our schools is and can be done. I hope that other schools will follow the example set by the New Hanover School in this respect."

Material for Developing Study Units in Life Insurance Is Now Available

Material designed to assist teachers in developing study units in life insurance may be obtained on request to the Institute of Life Insurance, Education Division, 60 East 42nd St., New York 17, N. Y.

This material includes a 16-page picture story book, "The Man Who Runs Interference" and a source unit based on the booklet. Both are intended for use in high school subjects such as civics, economics, junior business training, home economics or arithmetic.

MITCHELL

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, NORTH CAROLINA

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1947

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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

March 15, 1947

To Superintendents and Principals:

By the time you read this, or soon thereafter, the General Assembly will have determined what increase from State funds will be provided for teachers' salaries. This increase will enable those having charge of the employment of teachers to advise them that they will receive the highest salaries that have been paid teachers at any time heretofore; and but for higher living costs and the shortage of teachers holding standard certificates, we could expect to fill all positions without any difficulty.

I am afraid, however, even if salaries could have been made greater, that we shall be confronted with the problem of getting good teachers for next year. As you know, the number of persons graduating from our colleges who expect to teach is relatively small. Then, too, a number of present teachers will desire retirement. Some few persons who left the profession in former years will want to return to the schools. But even with all these shifts, it will still take a good deal of work on the part of those having charge of teacher employment to get the best talent in this field that can be found.

This letter, therefore, is simply to remind you of the various problems that will confront you in this situation, and to suggest that you exercise all the care and ingenuity that you have in getting the best teacher obtainable for the job to be filled. Except as a last resort you should not employ teachers who hold substandard certificates, and you should scrutinize carefully other qualifications of teachers holding standard certificates.

With the money available we must select the best for the most effective instruction of our youth.

*Very truly yours,**State Superintendent of Public Instruction.*

EDITORIAL COMMENT

EASTER SEALS

It takes numerous agencies, both public and private, to add up to a good program for crippled children, but the Easter seal has come to stand for certain basic things which look toward making useful citizens of our handicapped, including early discovery and early diagnosis, so that our future citizens will have a better chance of having a body as nearly normal as possible.

Another opportunity indicated by the Easter seal is that of education. Although some states are doing a good job of education for handicapped children, this is not true in the nation as a whole. It is estimated that only 15 per cent of America's handicapped children are getting instruction in classes adapted to their needs.

The sale of Easter seals offers an opportunity for all citizens to share in this important work of building crippled children into happy and useful men and women.

DURHAM POINTS THE WAY

By way of an editorial in the *Charlotte Observer* we learn of a plan recently inaugurated in Durham which to our way of thinking should go a long way toward improving the schools. It is recognized by educators themselves that they alone cannot build a good school system. The professional people must have the aid and support of the lay citizenship of the community.

In Durham, according to the *Observer*, the citizens have "organized their own educational planning board to visit the schools and find out what is going on." This organization "appointed ten separate committees that made thorough investigations of all aspects of the city school system, including physical needs, financing, professional relationships, the quality of teaching and many others."

"After this investigation they drew up a comprehensive report and presented their findings to the City School Board, which met in special session to consider it."

That according to the *Observer* is an excellent plan that should be followed in Charlotte. We believe it might be followed in other communities. It should be made Statewide in its scope. Truly, as the *Observer* points out, "the parents who send their children to school and who pay the bill should certainly feel a personal concern in how their children are being taught and how their money is being spent."

EFFECTIVE EDUCATION

The State Board of Education has made requests for participation on the part of the State in three phases of public education which if the funds are provided should increase the efficiency of instruction. These requests include additional State funds for supervision of instruction, the improvement of school attendance, and for health education. All of them are very important. The provision for their expansion on the State level will tend to make public education more effective and in the long run raise our level of education.

MARTYR IN A PEANUT WAGON

(Guest Editorial)

Along about 1916, at the campus of a great Mid-western university, there was a peanut vendor who for years had parked his wagon at the "main gate" and sold peanuts and popcorn to students and faculty as they swarmed out of laboratory and classroom. This vendor had done pretty well—as peanut retailers go. He had educated his children, and now could think of retiring.

At the same university was a popular and respected teacher. He had served many years, held the rank of professor, and he, too, was looking toward retirement. But on his academic salary he had not done so well. How to lay by enough to live on when he should leave his active work continued a perplexing and unsolved problem.

Like everyone else, the professor knew the peanut man. They waxed confidential one day. The upshot was that the professor took some of his meager saving and bought out the vendor—wagon, horse, merchandise, and right to the main gate stand. So the peanut man retired, and the professor hawked his wares to his former students and colleagues.

Unprofessional, undignified, you say? Perhaps. But the professor was able to report that he was making substantially more money than he ever had from teaching—and with far less work. The Board of Curators were acutely embarrassed; state legislators had a hard time answering questions at home; the university faculty and administration were privately elated, and the students howled with glee. Things began to happen, and something was done about salaries for teachers in that state and elsewhere.

Even today it is doubtful if the average college professor earns as much as the average locomotive fireman. Many elementary and secondary school teachers are paid less than are the janitors who sweep out their classrooms. And living costs are far more than in 1916.

Must we have another martyr in a peanut wagon to dramatize the issue for the America of 1946?—*Christian Science Monitor*, December 9, 1946.

WE COMMEND BURLINGTON

For the leaflet "Let's Give the Children a Break," we commend Supt. L. E. Spikes, of the Burlington City Schools. This little leaflet addressed "To Parents" presents four topics as follows: Our Part; Your Part; What We Can Do Together; and Our Building Needs. Under each of these topics is given a brief list of things relating to the schools, the children and the parents.

It appears that Superintendent Spikes has made the beginning of what should result in better home-school relationships. The understanding of school purposes and a better knowledge of the homes from which the children come, and a working together of schools, parents and children should prove of lasting benefit to the betterment of the citizens of the community and the State.

Easter Seal Campaign Helps to Educate Crippled Children

● For the 12th year the North Carolina League for Crippled Children invites its friends to share in financing its work during the Annual Easter Seal Campaign, March 6th through Easter, April 6th.

Among the services rendered by the League during 1946 were:

1. *Medical Care.* Specialized care to insure the best possible physical correction included orthopedic operations, orthodonture treatments, blood transfusions, insulin, clinical treatments, hospitalization, convalescent home care, and physicians' visits to homes.

2. *Artificial Aids.* Artificial limbs, extension shoes, crutches, wheel chairs, glasses, hearing aids, and plastic ears were provided.

3. *Transportation.* Miles traveled to clinics, hospitals and schools amounted to more than three times the distance around the world.

4. *Education.*

(a) Special training classes at the University of North Carolina for teachers interested in working with handicapped pupils.

(b) Scholarships for taking this specialized training were provided for 12 teachers and two school nurses, and tuition was made available to three other professional workers.

(c) A summer educational center for handicapped children.

(d) A two-day special education institute for school executives.

(e) A speech-correction program in one city school.

(f) Three teachers trained to work with exceptional children are assisting with the work of the child guidance clinic in one city.

(g) Bedside teaching in two hospitals in one city.

(h) Visiting teachers for the home-bound in several counties.

(i) Boarding school attendance made possible for several pupils who cannot manage transportation to and from school.

(j) Readers for partially sighted children.

(k) Films for health education programs were purchased in several counties.

5. *Census.* Through the co-operation of the public schools, a survey was conducted to discover the number of handicapped children in the State and to determine how many are not receiving needed medical care and education.

6. *Legislative Service.* A study was made of the statutes providing for special education for the exceptional children in the following states: California, Illinois, Iowa, Maine, Maryland, Michigan, Ohio, New York, Pennsylvania, Tennessee and Wisconsin. Following this study, a plan was drawn and a proposal was made for providing for the education of the handicapped children in North Carolina.

7. *Financial Assistance.* Toward help-

ing maintain the School-Health Coordinating Service of the State.

8. *Prevention.* Tonsillectomies, orthodonture treatment, special diets and other such services prevented handi-



this, Mister,
is an Easter seal

It's only a small piece of crinkly edged paper with a back that's mighty sticky when it gets wet . . .

Maybe it doesn't look like much, but I know a lot of kids who see plenty in this little Easter seal . . .

They see wheel chairs and crutches to help them get out and do things—

They see a school, and others see a ride to school . . .

Lots of them see camp . . . camp in the summer, good hot sunshine, real trees, acres of sweet-smelling green grass, and swimming, playing . . . like other kids . . .

But don't get me wrong, mister—they don't really see all this. These kids just dream it, because that's what they can have with the dollars you spend for Easter seals . . .

Gosh, mister, it's wonderful of you to give us a chance to be like other kids!

BUY AND USE

**EASTER
SEALS**

capping conditions from developing, which might have resulted if the conditions had not been treated.

9. *Other Services.* Referral to proper agencies of requests for services not available from the League. Interpretation to parents of children's condition and needs when the physician was unable to talk with parents. Supplemented services of other agencies for needs not included in scope of their program.

The League is a private social agency that co-operates with, but does not duplicate the work of other public and private charitable organizations. It aids the crippled whether the condition results from accident, birth, disease or infection. Its only requirement for aid—a valid need not otherwise provided for. Its main source of funds—voluntary contributions during the annual Easter seal campaigns.

Probationers Have Low Educational Status

All except 188, less than five per cent, of the 4,109 persons on probation June 30, 1946 had less than a high school education, the report of the North Carolina Probation Commission shows.

Of the 3,921 probationers who had not completed high school, the report shows, 1,157 had less than a fifth grade education and the remaining 2,764 quit school between the fifth grade and high school graduation.

The report further shows that only 500 of the 4,109 probationers were girls or women. Most probationers had been cited to court for "breaking and entering, larceny and receiving," a total of 1,614. Assault with a deadly weapon was the offense of 441 probationers, the second highest. This was followed by 281 for trespass, 273 for prohibition law violation, 216 for affray and simple assault, and 155 for motor vehicle theft. Numerous other offenses were given as the cause of the remaining probationers.

The largest group of probationers, 1,879 were between 16 and 20 years old. There were 1,166 between the ages of 21 and 30, 673 between the ages of 30 and 40, 264 between the ages of 40 and 50 and 127 from 51 up.

Persons engaged in common labor and farmers and farm laborers were the more frequent offenders, 2,057 of the total 4,109 being in these two groups, 350 of the remaining probationers were textile mill workers, 324 skilled laborers, 214 semiskilled laborers, and 214 taxicab or truck drivers, and 157 unemployed. Twenty-three were students and four were teachers.

Teachers Must Help Achieve World Community

● As a step toward a united world community, the classroom teachers, school superintendents and local school boards of America must help "search out and develop the ideas we hold in common with others," Assistant Secretary of State William Benton contends.

In a statement whose title describes this activity as "The Major Task for Schools in 1947," Mr. Benton declares:

"I do not know how to construct a 'peace curriculum,' as such, any more than I know how to construct a 'happiness curriculum.' But if we intensify our efforts to give young people the essential tools of thought, and let them sharpen those tools on the best thought our civilization has produced, we shall have made a sound start. Out of such a foundation there should emerge the conviction of our common humaneness, a respect for law, a sense of justice and fair play."

The Assistant Secretary, who also heads the United States delegation to UNESCO, says in his article in the new *Schoolman's Almanac* published February 10, that during 1947 the international educational, scientific and cultural organization will undertake these projects:

"UNESCO will advance and further the exchange of students, teachers, artists, scientists and others who can in person exchange ideas.

"UNESCO will surely be active in promoting the free flow of ideas and information on the popular as well as on the scholarly level, through the so-called 'mass media' of the press, radio and motion picture. In using these media which science and technology have given us, UNESCO will reach adults in their homes and in their meeting places, as well as students in schools and universities.

"UNESCO will initiate a conference on the writing of textbooks and other teaching materials, in an attempt to reduce or eliminate undue national biases and prejudicial reflections on other countries.

"UNESCO may initiate an intensive study of the techniques of education for international understanding, and of methods of developing attitudes conducive to peace."—*Educator's Washington Dispatch*.

Commission Evaluates Textbooks

Evaluation of textbooks in North Carolina history for use in the elementary schools, and in health, Latin and business education for high school use are now being made by the Textbook Commission. New adoptions based upon the reports of the members on the books submitted in these several fields will be made by the State Board of Education sometime this month.

School Lunch Program Faces Possible Shut-down

Unless further financial aid can be obtained the State school lunch program faces the possibility of a complete shut-down. According to encumbrance records for the 1,233 schools now participating in the program, a total of \$3,853,000 is necessary to operate the program to the end of the year. The availability of funds for this purpose totals \$2,633,002, which leaves a deficiency of \$1,220,000.

Supt. Clyde A. Erwin has written to each North Carolina Senator and Representative in Congress, enlisting their aid in an effort to get Congress to supply the deficiency, but up to the present time no definite action has been taken.

New Federal Aid Bill Is Introduced

S472 is the number of the new Federal aid bill introduced in the Senate on January 31 by Senator Robert A. Taft for himself and Senators Thomas, Ellender, Hill, Smith, Cooper, Tobey, and Chavez. This bill, which has the support of the National Education Association, authorizes the appropriation of funds to assist the states and territories in financing a minimum foundation education program of public elementary and secondary schools and to assist in reducing the inequalities of educational opportunity in the nation.

In its provision S472 is the same as S181, the bill that was reported favorably by the Senate Committee on Education and Labor on June 13, 1946. It includes the following provisions: (1) prohibits Federal control of education; (2) authorizes Federal funds in direct proportion to need and effort and in indirect proportion to the financial ability of the state to support schools; (3) establishes a minimum foundation school opportunity to the nation through public elementary and secondary schools; (4) protects the educational welfare of minority racial groups; and (5) limits the use of Federal funds to such schools as the states make eligible for state support.

A similar bill will be introduced into the House just as soon as a subcommittee which will receive and report on school bills has been set up by the House Committee on Education and Labor.

College Center Grades Compare Favorably With University Grades

A study comparing the grades received by the 1,048 students enrolled in ten courses given in the 12 college centers during the fall quarter with university freshmen enrolled in similar classes shows that grades earned by those students at college centers compare favorably with those received by university freshmen taking similar courses.

Courses in which grades were compared were English 1 and 2, social science, mathematics 1 and 7, history, chemistry, physics, French and Spanish. A composite summary of the grades of students taking these courses shows that 85 per cent of those enrolled in college centers passed as compared with 88 per cent of university freshmen.

These 12 college centers are located at Albemarle, Burlington, Burnsville, Charlotte, Fayetteville, Gastonia, Goldsboro, Greensboro, Hendersonville, Murphy, Rocky Mount and Wilson. Their operation is sponsored by the North Carolina College Conference, and they are being administered by the Extension Directorate of the University of North Carolina under the immediate direction of C. E. McIntosh, Chapel Hill.

According to Mr. McIntosh there were slightly fewer students enrolled, 921, during the winter quarter than the fall quarter when the enrollment in these centers was 1,048. There are 100 teachers in these centers. Mr. McIntosh reports. Three of the number hold the Ph.D. degree, 57 the master's degree and 40 the bachelor's degree. Every teacher has had some teaching experience, in high school or college, the average being 20 years. There is also a director at each center.

College centers became necessary because established institutions could not accommodate the large number of freshmen desiring admission last fall. Credits earned at these centers are transferable to a college or university in the State on the same basis as if the work had been done at an established institution.

Louisiana Increases Teachers' Salaries

The average annual salary of Louisiana white teachers budgeted for the session 1946-47 is \$2,058.93, according to Supt. John E. Cox, of that State. This compares with an average of \$1,756.24 for the session 1945-46, an increase in money of \$302.69 and in percentage of 17.2 per cent, he states.

The budgeted average annual salary of Negro teachers for the session 1946-47 in that State is \$1,180.57, as compared with \$941.87 for the session 1945-46, an increase in money of \$238.70 and in percentage of 25.3 per cent.

Is Your Teaching Effective?

● Good teaching requires a lot of "know-how," more than the average person realizes, and perhaps more than some teachers themselves know how to utilize at the proper time even if they know it. It is good, therefore, for teachers to check themselves frequently to see if they are doing their part in providing good instruction.

The following check list, prepared by Prof. Harold Feldman of the Business Education Department, Fairleigh Dickinson Junior College, Rutherford, N. J., may be used both by prospective as well as experienced teachers in analyzing their teaching technique. The list may also be used for periodic check-ups.

Principles of Good Instruction

1. *Know Your Subject.*
 - (a) Know your work well enough to gain the students' confidence.
 - (b) Keep up to date on newest developments.
 - (c) Know which material is most difficult for students.
2. *Know Your Students.*
 - (a) Find out as much about them as you can before the class meets.
 - (b) Know how your material fits in with their experience, needs and interests.
3. *Be Prepared.*
 - (a) Know exactly what you are going to cover.
 - (b) Know how and in what order you intend to teach your material.
4. *Arouse and Maintain Interest.*
 - (a) Show enthusiasm for your subject.
 - (b) Use frequent questions.
 - (c) Make your teaching personal.
 - (d) Use showmanship (i.e., variety and unusual methods of presentation).
 - (e) Tell stories and actual experiences.
5. *Motivate the Learners.*
 - (a) Make them *want* to learn.
 - (b) Show them why the things you teach are important.
 - (c) Show them the future need and use of what they learn.
6. *Follow a Clear-cut Organization.*
 - (a) Give a preview at the beginning of each lesson.
 - (b) Present ideas one at a time in a logical step-by-step order.
 - (c) Keep together topics that are related.
 - (d) Use summaries at various points in the discussion and at the end of the lesson.
 - (e) Briefly outline the content of the following lesson at the end of each session.
7. *Keep Things Simple.*
 - (a) Use simple words and short sentences.
 - (b) Introduce technical terms gradually and explain what they mean.
 - (c) Tie the material up with everyday experience and use familiar examples.

8. *Pace Your Presentation Properly.*

- (a) Go slowly enough for the students to understand the material.
- (b) Change the pace according to the difficulty of the material.

9. *Use Emphasis.*

- (a) Repeat for emphasis.
- (b) Use questions to make important points stand out.
- (c) Use the voice to give emphasis (such as pausing before and after all important points, increasing voice volumes, and talking slowly).

10. *Use Humor Occasionally.*

- (a) Enliven your teaching from time to time with humor.
- (b) Choose humorous stories or comments that add to the interest of the lesson.

11. *Make Effective Use of Your Voice.*

- (a) Speak clearly.
- (b) Pronounce all words correctly.
- (c) Speak loudly enough.
- (d) Speak slowly enough.
- (e) Vary the sound of your voice to avoid monotony.
- (f) Speak with authority and confidence.
- (g) Direct your voice at the class rather than to the blackboard or equipment.
- (h) Avoid speech mannerisms (such as "uh, uh . . ." and "now, uh . . .").

Steps in Good Instruction

1. *Make Detailed Preparation.*

- (a) Have ready before the class meets all necessary equipment.
- (b) Use a "lesson plan."
- (c) Have a clear and specific purpose for your lesson.
- (d) Have a list of materials needed.
- (e) Have a teaching routine outline that shows the order in which units are to be taught.
- (f) Plan beforehand when and how instructional aids are to be used.
- (g) Make plans beforehand for practice periods (drill).
- (h) Know the level of skill expected of students by the end of the session.
- (i) Provide for a summary and review at the end of the lesson.

2. *Make an Effective Presentation Through Explanation.*

- (a) Make the fullest possible use of instructional aids (models, charts and films).
- (b) Make your own instructional aids when they are not available.
- (c) Tie up the aid with teaching

and do not use it as a substitute for teaching.

3. *Make an Effective Presentation Through Demonstration.*

- (a) First, show the whole operation briefly.
- (b) Then, show it one step at a time.
- (c) Always explain what you are doing while demonstrating.
- (d) Always explain why you are doing it as you are.
- (e) Have in mind a clear-cut step-by-step break-down of the operation.
- (f) Go slowly so that all steps of the operation can be clearly seen and understood by the students.
- (g) Emphasize "key points."
- (h) Demonstrate exactly how you want the job done.
- (i) Repeat the operation as a whole and step by step.

4. *Make an Effective Presentation Through Questioning.*

- (a) Make the questions friendly.
- (b) Use questions to check the progress of students and to guide your own teaching.
- (c) Ask questions before indicating the persons to answer them.

5. *Have the Students Try Out the Skills They Have Learned.*

- (a) Make certain that the students perform the correct way during early practice.
- (b) Stay with the students after correcting them long enough to make sure that the right way has "taken hold."
- (c) Emphasize accuracy rather than speed during early practice.
- (d) Have the students become familiar with complex operations one step at a time.
- (e) Have students explain their performance during early practice.

6. *Follow Through to Check on the Skills Students Have Learned.*

- (a) Often check the students' performance to see that they do not develop bad habits.
- (b) See that they do not "level off" too soon in their improvement.
- (c) Make certain that they develop the best knacks and fine points of the job.

Principles of Motivation

1. *Make Material Interesting.*

- (a) Make your teaching interesting and appealing.
- (b) Make the job seem real and worth while.

2. *Make the Learners Aware of Their Progress.*

- (a) Establish a concrete goal (i.e., something definite to work towards).
- (b) Know how much to expect from the students.
- (c) Inform students of their progress.
- (d) Make effective use of individual and group competition.
- (e) Show a genuine interest in the progress and welfare of your students.

(Continued on page 7)

Carnegie Foundation Study to Weigh Results of Veteran Education Program

A comprehensive study of the much-discussed question as to whether veterans make better college students than nonveterans has been jointly initiated by the Carnegie Foundation for the Advancement of Teaching and Carnegie Corporation of New York, it was announced recently by Dr. Oliver C. Carmichael, president of the Foundation.

In outlining the reasons for undertaking the project, Dr. Carmichael said: "The operation of the so-called G. I. Bill has introduced into the colleges and universities a very great number of men who have experienced some degree of military training. Most of these men are older than their nonveteran classmates. Many of them are married. Most important, perhaps, Federal subsidy of veterans has tended to remove or at least reduce the economic barriers which have served to limit admission of able students in the past.

The College Entrance Examination Board will conduct the study for the Foundation, according to Dr. Carmichael. Mr. Henry Chauncey, director of the Board, and Dr. Harold Gulliksen, director of research for the Board and professor of psychology at Princeton University, will supervise the study, which will be under the immediate direction of Dr. Norman Frederiksen, a staff member of the Board.

Approximately a dozen colleges and universities throughout the country will be invited to participate in the project. In order that the study may include students from as many different types of institutions as possible, the group will be chosen on a broad, geographical basis and will include both large and small colleges as well as men's and co-educational institutions.

By comparing scientifically selected samplings of veteran and nonveteran students now in college, the study will seek to answer such basic questions as the following: Do veterans in general make better students than nonveterans? How do factors like age, nature of military experience and marital status relate to quality of academic work? What types of veterans seem to succeed best, and why?

IS YOUR TEACHING EFFECTIVE?

(Continued from page 6)

3. Use Praise and Reproof Effectively.
 - (a) Use praise to encourage students.
 - (b) Make both praise and reproof refer specifically to jobs done well or poorly.
 - (c) Accompany reproof by praise for those aspects of the job that have been done well.
 - (d) Always accompany reproof by a clear explanation or demonstration of what should be done.
 - (e) Give reproof promptly and then consider the matter a closed incident.



✓ Mrs. Douglas Goes With Raleigh City Schools

Mrs. Mary Peacock Douglas, School Library Adviser of the State Department of Public Instruction since 1930, has resigned as of July 1, 1947 to accept a position with the Raleigh public schools as Supervisor of Libraries.

Mrs. Douglas is a graduate of the Woman's College of the University, Class of 1923. She holds a degree in library science from Columbia University, 1931.

Before coming with the Department, Mrs. Douglas taught and was librarian in the public schools of her native city, Salisbury, for three years. She has, since coming with the Department, taught library science summer courses at William and Mary and the University of Minnesota.

Mrs. Douglas has held the highest offices in both state and national library associations. In 1943-44 she was president of the American Association of School Librarians and in 1944-45 of the Division of Libraries for Children and Young People. From 1939 to 1941 she was president of the North Carolina Library Association. At present she is Chairman of the State School Library Supervisors group of the national association.

She is the author of the *Teacher-Librarian Handbook* which was published by the American Library Association. She has also prepared a number of bulletins issued by the State Superintendent of Public Instruction, including the "North Carolina School Library Handbook" first issued in 1937 and revised in 1938 and again in 1942 and "Planning and Equipping the School Library" issued in 1946.

Board Adopts Resolution on Death of O. Max Gardner

The following resolution on the death of O. Max Gardner, former governor and chairman of the State Board of Education, was adopted by the Board at its February 6 meeting:

Whereas, the members of the State Board of Education have just learned of the sudden death of former Governor O. Max Gardner in New York City on the eve of his departure to serve as Ambassador to the Court of St. James in England; and

Whereas, the members of this Board are keenly aware of the distinguished and notable service of this great North Carolinian to his beloved state and nation, as lieutenant governor, as governor, as a trustee of the Greater University, as advisor to presidents, as Under Secretary of the Treasurer of the United States, and as a citizen devoted to the service of his people at home and abroad; and

Whereas, his life has been an example of courage and devotion to duty in keeping with the highest ideals and traditions of his beloved State:

Now, therefore, be it resolved that this Board do now adjourn in honor of his memory and that it express to his family and the press its deep sense of loss at his death and its sincere sympathy to his family in the hour of their great bereavement, and that a copy of this resolution be spread on the minutes of the Board.

Laurel Hill Sets Example For Community Recreation Program

Laurel Hill in Scotland County has a program of recreation that serves as an example for any community to emulate, according to J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction.

Principal V. C. Mason of the local high school is director of the program which is now in its third year. The local mill, the men's club and the school have co-operated in making this program a success. Committees in charge of financial drives and for each of the sports for which programs are being provided are functioning. Baseball, water sports under Red Cross supervision, and softball are provided for older boys and girls. The playgrounds of the school have been designed to take care of recreation activities for young children with tennis courts, wading pools, playground apparatus. During the summer these programs are at their heights with participation by both old and young.

"I think this program at Laurel Hill is one of the finest examples of community recreation found anywhere in the State," Dr. Highsmith stated.

STATE SCHOOL FACTS

Sidney Michael Finger

EARLY LIFE AND EDUCATION*

Sidney Michael Finger was born in Lincoln County, May 24, 1837. As a boy he worked with his father on the farm and in the tanyard. He attended the public schools of his neighborhood. At the age of 18 he entered Catawba College, acting as tutor during his last year. In 1859 he entered Bowdoin College in Maine, graduating in 1861 with the A.B. degree.

At the outbreak of the war he entered the Confederate Army and was made quartermaster sergeant. After the battle of Gettysburg, he was promoted to captain and assigned to the collection of taxes in the Charlotte Congressional District. In 1864 he was promoted to major and put in charge of the collection of taxes for the whole State.

After the close of the war Finger entered the profession of teaching, having been associated with Rev. J. C. Clapp in conducting Catawba College. According to all reports, he was an excellent teacher and manager. Due to ill health, however, he retired from active work in 1874 to engage in merchandising and cotton manufacturing. That same year Finger was elected to the House of Representatives on the democratic ticket. Two years later he was elected to the Senate, and in 1880 he was re-elected as a member of that body.

As State Senator from the district composing Catawba and Lincoln Counties, Finger was chairman of the committee on education. It was perhaps this additional experience in dealing with school matters together with his association with the leading political leaders of that time which enabled him to secure the nomination for State Superintendent of Public Instruction over the incumbent, John C. Scarborough.

AS SUPERINTENDENT

Finger served two terms as State Superintendent, from January 1, 1885 to December 31, 1892. As was the case

other acts seeking to provide for levies on property and applying the proceeds to children of a particular race were also declared unconstitutional. These several decisions ended the efforts to provide discriminatory provisions in levying, collecting and using tax money for a particular race.[†]

2. Superintendent Finger recommended better pay for county superintendents, "I recommend," he said, "that County Boards of Education be allowed to pay County Superintendents such wages as will secure active and personal supervision of the teachers and the schools. Without such superintendents, it is not possible to have satisfactory management."

3. Finger's third need was concerned with the securing of well qualified teachers. In this connection he made three suggestions: (a) that the State University and all the colleges add as a requirement for graduation "some knowledge of the science and history of education," (b) a "regular Normal School for white teachers, in which persons who have elsewhere acquired a fair knowledge of the branches taught in the public schools may get the best possible instruction in the science and history of education and in methods, and (c) the continuation of the summer normals "until a regular Normal School and a system of County Institutes can be put into operation."

be put into operation." "If those who complain of poor results," Finger said in connection with this need, "would actively join the public school workers and help to manage the schools, better results would everywhere be attained . . . Let us have *a better sentiment in favor of public education*, to the end that the money we do pay may have the best possible application and results . . . how easy it would be for almost any neighborhood in the State to supplement the public funds by *private subscription*, and have longer terms."

5. As to moral and religious training he said, "We insist upon moral and re-

also called attention to the provisions of the Constitution permitting the voting of taxes by the people. He also advocated manual training for the children of the cities and agricultural education for county schools.

Finally, in this report Superintendent Finger cited two areas in which there was strong opposition to public education. The first of these was that of taxation. "Very frequently," Finger repeated, "we hear the statement that it is robbery to tax one man to educate another man's children." He did not share such views, for he truthfully said, "general intelligence and material prosperity and power go together."

A second opposition was that of providing educational advantages to Negroes, "who pay so small a proportion of the taxes." He points out the common reason for this was because education spoiled the Negro for manual labor. "Let them pay their taxes," he said, "and show that education does not spoil them as laborers, at least to any greater degree than it does the whites, but that it does add to their efficiency as laborers and to their usefulness as moral and upright citizens, and all the help they need that the State can. In her financial condition, reasonably afford will be extended them."

Third Report

Finger's third biennial report, dated October 1st, 1890, to Governor Fowle stated that "our schools, except in a few cities, are not satisfactory to any class of our citizens." He went on to say, however, that "they are doing much good." "It is simply idle to expect satisfactory schools with our average annual term of sixty days, and with an expenditure of money amounting to forty-four cents on each of the federal population (each man, woman and child), and only one dollar and twenty-two cents on each of the school population from six to twenty-one years of age. . . . The amount of money must be doubled before we can expect satisfactory schools, and even when that shall have been done, we will have no longer school terms than some of our sister Southern States."

Finger again recommended that the General Assembly increase the tax levied

Finger's Final Report

Superintendent Finger's last report dated December 1, 1892 covered public education for the years 1891 and 1892.

In this report he repeated his recommendations for increasing the school term. He reported that "the general system is working comparatively harmoniously and efficiently." He also submitted a list of suggestions made by the county superintendents, most of which he approved, for the consideration of the General Assembly. He also discussed the history surrounding the establishment of the State Normal and Industrial School by the General Assembly of 1891 and the importance and work of that institution in the education of the young women of the State. "The Normal Schools for the colored people and the Croatan," he said, "have been so successful that I have no recommendation to make as to any changes."

Several other topics were discussed briefly, including "Enrollment and Attendance," "Inequalities of School Facilities in the Different Counties, Insolvents," "Taxes Paid by the Colored People," and "Alcoholic Drinks and Narcotics." He then presented an extended description of the "Course of Study" which had been sent out to the schools. This was followed by an account of the Peabody Fund, including the scholarships provided at the Normal College, Nashville, Tennessee; a Summary of Statistics; and discussions on the School Funds in the State Treasury. Uniformity in Textbooks, and Institute Work.

Finally, Supt. Finger listed the following ten items on "Our General Pub-

"3. The University is doing excellent work, has about 30 students, and is a growing institution.

The proposed 11% recommendation for the local mill would vote to levy a tax to supplement State and county regular fund.

Superintendent Finger himself was well aware of the lack of educational facilities as well as cognizant of the needs that would have to be met before the school system could be improved. In a preliminary report to Governor Scales immediately after taking office he said, "Upon the whole, our educational outlook is encouraging in every respect except one. There is not enough money applied to meet the constitutional obligation of four months' schooling."

First Report

And in his first Biennial Report, dated December 30th, 1886, Finger listed what he called "Our Needs," as follows:

1. *Longer terms.* The Court in 1870 by the Craven County case had held that schools were not a necessary expense, and so the power of the commissioners to levy taxes was limited by a section of the Constitution which declared no levy beyond 66 2/3 cents on the \$100 valuation of property and \$2 on the poll could be made. A number of counties were unable to keep the schools operating for a four months term within these limitations. In 1885, therefore, the General Assembly passed an act (ch. 174, sec. 23), which permitted the commissioners of any county to exceed the constitutional limit. When the commissioners of Sampson County levied a tax beyond the limitation for supporting the four months term, they were enjoined, and the court ruled that the tax could not be levied. This case, known as the Barksdale v. Commissioners of Sampson County Case (93 N. C. 472), was carried to the Supreme Court which affirmed the decision of the lower court.

This decision tended to retard the growth of the public schools in many parts of the State.

Superintendent Finger proposed a remedy for the situation which resulted by suggesting a Statewide levy within the limit of the Constitution with distribution on a per capita basis.

He also proposed "National Aid." "Money," he said, "flows into the National Treasury far beyond the needs of the government . . . Just now national aid would seem to be just the measure to help us in our time of financial needs."

In addition to the effort of the General Assembly to provide a longer term by the legislative act which was declared unconstitutional, a number of

Superintendent Finger, in this first report made a number of other suggestions but it is interesting to note that the Legislature of 1887 did not follow these recommendations.

Finger's Second Report

Superintendent Finger's second report, dated December 30th, 1888, was divided into two parts, one giving "the status of our public school matters," and the other recommendations "what further legislation should be enacted."

Under this first part, Finger pointed out the poor condition of schoolhouses, inferior teachers, short school terms, little expenditure of money, and the lack of legislation for levying sufficient money for the schools. "While our people are not wealthy," he said in this connection, "it is well to consider whether we are not able to apply more money and provide for the more liberal and helpful education of all the children."

Twelve recommendations were made, as follows:

1. Legally require the condemnation of houses unfit for use in the construction of better ones.
2. Establishment of county institutes, requiring teachers to attend them.
3. Establishment for the whites of a teachers' Training School.
4. Abolition of summer normal schools for whites.
5. Appropriation to be distributed to schools that have supplemented their general fund.
6. More active supervision by and more pay for county superintendents.
7. Penalties for officers failing to perform duties in connection with levying, collecting, and disbursing school funds.
8. County superintendents be made treasurer of the Board of Education and handle school funds.
9. One thousand dollars for an educational journal through which the State Superintendent may communicate to the local school officials.
10. Amend Constitution to allow taxation beyond the limitation imposed.
11. Examination of teachers in methods of teaching and school management.
12. Machinery of the system: retain the district system, change date of fiscal year from November 30 to June 30, itemize funds by collecting officers, fix day for making reports to State Superintendent.

In this report Superintendent Finger

then the local units should vote to levy taxes to supplement State and county regular funds.

He renewed his recommendation for "Normal Schools or Training Schools for teachers," and more supervision by the county superintendents. On morality and religion, which he again discussed, he said, "I believe that the very best possible way to teach morality is by example of the teacher and the actual friction of the school-room and school-life. This is teaching in the concrete."

In this report Finger advanced a new idea which he discussed with judgment and common sense—that of compulsory school attendance. These two sentences will suffice to show his attitude on the question: "I am inclined to the present condition, more will be done to secure the attendance of poor people's children, and children of others who do not send their children to school for reasons other than extreme poverty, by persuasion and the active influence of committeemen and others, than by an attempt at compulsion by fines and other penalties."

"A compulsory law will promise better success when we shall have worked up a stronger sentiment in favor of better public schools among all classes of our people, especially among the more intelligent."

He also discussed the textbook question and the provision for libraries. "Our law contemplates that each child shall own his books," he said. "Every district ought to have a library."

Manual and industrial training was again recommended. Finger thought this kind of education would aid children to think for themselves.

A number of other suggestions were made concerning the operation of the schools, including examinations for teachers, one committeeman to the district, and the provision for voting special taxes. Then under "Higher Institutions" he called attention to the fact that "neither the State nor the Church has done much for the higher education of young women."

As to the Normal School for Indians, which had been established by the law of 1887, he stated that "these people seem to be so much divided, from courses stated, that the school is not effective as it ought to be." What he said about Negroes was a repetition of what he stated in his former report.

Finger next discussed at some length the financial aspect of the public

part, in prosperous condition; "3. The University is doing excellent work, has about 30 students, and is a growing institution;

"4. The North Carolina College of Agriculture and Mechanic Arts is finally established;

"5. The Agricultural and Mechanical College for the Colored Race has been located at Greensboro, and will open its doors before long;

"6. The six Colored Normal Schools are in successful operation;

"7. The Normal and Industrial School at Greensboro has just opened with about 200 students;

"8. . . . never were our colleges and other institutions not supported by public funds in a more prosperous condition.

"9. There seems to be one link in the chain that is lacking. There is no regular school for the education of young men of the white race for teachers.

"10. When the Institution now in process of construction at Morganton shall have been completed, it and the Institution at Raleigh will, not fully but fairly well, provide for the education of the deaf and dumb and the blind."

Concluding this report, Superintendent Finger said, "And now my last public school report is finished. Under my superintendency eight years of public school history has been made.

"Highly appreciating the confidence reposed in me by the people of the State, and grateful for the opportunity afforded me by their suffrages to labor in this broad field of usefulness, I can only say that the work has been done as well as I could do it. Time and some other hand must write down the results."

Later Life

Following his retirement from the office of State Superintendent in 1893, Mr. Finger devoted himself to his private affairs. In recognition for his valuable services in the establishment of the State Normal and Industrial School for women at Greensboro, he was appointed a member of its board of directors from his congressional district.

Mr. Finger died at his home in Newton, Catawba County, on December 26, 1896.

*These first four paragraphs based on article from *News and Observer*, December 27, 1896.

†See 94 N. C. Puett v. Commissioners of Gascon County as well as Riggsbee v. the Town of Durham.

School Papers Reported

At the time this publication went to the printer the names of the following papers had been submitted as being issued this school year:

The Alexandrian, Taylorsville High School, Taylorsville.

Bailey Bugle, Bailey High School, Bailey.

The Bear Cub, New Bern High School, New Bern.

Biscoe-Hi-Lites, Biscoe High School, Biscoe.

The Bland Bugle, Bland High School, Willard.

Blue and Gold, Yadkinville High School, Yadkinville.

The Blue and Gray, Statesville High School, Statesville.

Bugler, Summerfield High School, Summerfield.

The Cauldron, Morganton High School, Morganton.

Cheerful Children, Orthopedic Hospital School, Gastonia.

Cherry Leaves, Cherryville High School, Cherryville.

The Clarion, Madison Colored High School, Madison.

The Cliff Dweller, Cliffside School, Cliffside.

The Cobb Webb, Cobb Memorial High School, Ruffin.

The Crusher, Littleton High School, Littleton.

The Deaf Carolinian, N. C. School for the Deaf, Morganton.

The Dixonian, Dixon High School, Dixon.

Fines Creek Reflector, Fines Creek School, Clyde.

Franklin Hi-Life, Franklin High School, Mt. Airy.

The Full Moon, Albemarle High School, Albemarle.

Goldston Hi-Lites, Goldston High School, Goldston.

Harris High News, Harris High School, Spruce Pine.

High Spots, Mount Airy High School, Mount Airy.

Hi-Life, Newton-Conover Schools, Newton.

The Hi-Light, Aulander High School, Aulander.

Hoke High Lights, Hoke County High School, Raeford.

The Informer, Booker T. Washington High School, Clarkton.

The John Graham Seer, Warrenton High School, Warrenton.

Junior Pointer, High Point Junior High School, High Point.

The Marionette, Marion High School, Marion.

Mohiso, Monroe High School, Monroe.

The Morehead Student, Morehead School, Durham.

The Outlook, Shelby High School, Shelby.

Pack-O-News, Walstonburg High School, Walstonburg.

The Panthers Claw, Dudley High School, Greensboro.

Pattillo Star, Pattillo High School, Tarboro.

Home Economics Statistics Released

Statistics on home economics in the public high schools of the State were released at a meeting of the Home Economics Planning Committee which met January 25 in Raleigh. These statistics show the following:

- 687 high schools for white students with three or more teachers.
- 618 home economics departments with 637 teachers in white schools.
- 173 high schools for Negro students with three or more teachers.
- 170 home economics departments with 190 teachers in Negro schools.
- 788 home economics departments (total).
- 391 vocational home economics departments (343 white; 48 Negro).
- 397 nonvocational home economics departments.
- 27,073 girls and 1,298 boys in 391 vocational departments.
- 3,469 adults were reached by 1945-46 vocational home economics classes.
- 12,579 adults were reached through institutes.
- 129 county and city units have vocational departments.
- 39 county and city units do not have vocational departments.
- 5 counties have no home economics departments.

The Pointer, Stony Point School, Stony Point.

The Pope Echo, C. F. Pope High School, Burgaw.

The Pricean, Price High School, Salisbury.

The Rambler, Norwood High School, Norwood.

The Reporter, Harris High School, Spruce Pine.

The Saponian, Seven Springs High School, Seven Springs.

S. L. Sheep News, S. L. Sheep School, Elizabeth City.

The Tiger Times, Red Springs Colored High School, Red Springs.

The Ton, Washington High School, Reidsville.

Topsy-Turvy, China Grove High School, China Grove.

The Torch, Caswell County Training School, Yanceyville.

Training School Banner, Hyde County Training School, Scranton.

Wacovian, Cove Creek High School, Sugar Cove.

Watts Highlights, George Watts School, Durham.

William Street Journal, William Street School, Goldsboro.

Magazine Will Emphasize Occupational Information And Guidance

The editors of *Prep*, a weekly classroom magazine published by Scholastic Corporation, 220 East 42nd Street, New York 17, N. Y., announce that beginning with the February 3 issue, the magazine will emphasize occupational information and guidance. Thirty-two issues will be published during each school year, pointed directly toward student use in classes concerned with providing such information. Each issue will deal with careers in an industry, business, agricultural pursuit, government or homemaking. They will be well illustrated, will cover the history of the enterprise, its economic significance, and the opportunities it provides through its various occupations and jobs, for a career. Each article will be factual and authentic; it will consider working conditions, the labor market, occupational hazards, etc., as well as opportunities for success. A teacher's edition containing information useful in preparing teaching outlines, accompanies each issue of *Prep*.

Teacher Output Low

Teacher output from North Carolina colleges in 1946-47 and 1947-48 will be 68 per cent of the 1940-41 output, it is revealed by Dr. James E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction, from a recent study which he made of the present teacher situation.

In 1940-41, Dr. Hillman's study shows, there were 1,617 public school teachers, "turned out" by the colleges of the State. In accordance with a survey of juniors and seniors now in college who are taking courses with a view of teaching, there will be 1,106 graduates in 1946-47 and 1,113 in 1947-48 who will be available as teachers.

These figures are more disturbing, according to Dr. Hillman, when they are analyzed as to field of work. There is a marked trend not to prepare for teaching in the elementary school, his facts show. In 1940-41 the ratio of secondary teachers to elementary teachers was 2.06 to 1, whereas in 1947-48 the ratio will be 4.37 to 1. Only 246 of the 1,106 teacher graduates of 1946-47 and only 207 of those for 1947-48 have chosen the elementary school as their field of work.

"The present teacher output from the colleges of North Carolina," the report states, "is not sufficient by far to take care of the normal teacher turnover in the State. . . . There can be only one conclusion, and that is that the present critical teacher shortage will grow progressively worse unless and until the supply of qualified teachers is substantially increased."

Institute on Current Affairs to Be Held June 16-July 25

The third summer institute on the United States in World Affairs will be conducted by the American University in Washington, D. C., June 16 through July 25. The basic course, consisting of 60 lecture-discussion sessions, will focus attention upon important issues of national and international policy, with emphasis upon the interrelation of domestic and foreign developments and problems. Lectures will be given, and discussions will be conducted by authorities in the fields covered, including government officials, university professors and journalists.

Teachers enrolled as members of the institute may arrange to earn six semester hours of graduate credit, or they may enroll as auditors. Sessions will be held on the American University campus, where facilities are also available for housing institute members. Visits will be made to Congress, embassies and legations, and government departments and agencies which deal with the several subjects included in the institute program.

Teachers who wish to attend the institute either as auditors or as students for graduate credit should write as soon as possible to Walter E. Myer, Director, Institute on the United States in World Affairs, 1733 K Street, N.W., Washington 6, D. C.

President Favors Federal Aid for Education

President Truman, in his annual budget message to the 80th Congress in January, favors Federal aid for education. "Our general provision for education under the veterans' program," the President said, "should not obscure the fact that the Federal Government has large responsibilities for the general improvement of educational opportunities throughout the country. Although the expenditure estimates for the coming fiscal year are limited to present programs, I have long been on record for basic legislation under which the Federal Government will supplement the resources of the states to assist them to equalize educational opportunities and achieve satisfactory educational standards."

The President also stated in his budget message, "Improvements (in social security, education, housing) are seriously needed. . . . I recommend that the Congress lay the legislative groundwork for the needed improvements."

Already, in accordance with the President's recommendation, a number of general aid bills have been introduced in Congress. These bills are now in the hands of House and Senate committees.

F. F. A. Launch Statewide Stock Improvement Program

In order to encourage the 23,000 members of the Future Farmers of America, a student organization for boys taking vocational agriculture in the public high schools, to increase the scope and improve the quality of their livestock products, a Statewide stock improvement program has been launched, it is learned from R. J. Peeler, Executive Secretary of the State organization. This program will include two contests which will, according to Mr. Peeler, be of real significance to the future of livestock breeding as well as the care and management of dairy animals, swine, poultry and other classes of livestock. The Sears-Roebuck Foundation is aiding the North Carolina F.F.A. in sponsoring this program.

The first contest will be an exhibit of registered bulls, recently obtained from a Texas ranch, at the State Fair in October 1947. These 50 bulls, valued at \$20,000, have been distributed among members of the F.F.A. and New Farmers of America federations. Ten Hertford heifers valued at \$100 each will be awarded as prizes at this exhibit, and cash awards of \$25 each will be awarded to federations whose bulls qualify for the exhibit.

The second phase of this livestock improvement program extends over a period of three years with a total of \$10,000 in cash prizes to be awarded. This contest is open to all active F.F.A. members and will include the care and management of dairy animals, swine, poultry and other classes of livestock. Details of this contest may be had from F.F.A. federation advisers.

Principals, How Do You Measure Up?

In the selection of school principals the Hamilton County, Ohio, schools use a six-point measuring stick, according to Assistant Superintendent A. L. Wilson.

As reported in *Ohio Schools* the six factors involved are:

1. He should first be a master teacher himself, before he attempts to supervise and direct the teaching of others.
2. He should know how to control a classroom, before he can expect to control a school.
3. His appearance should be such that he commands respect of pupils at first sight.
4. He should have acquired a fund of academic knowledge and a sufficient knowledge of proper educational methods.
5. He should have culture, refinement, poise and personality.
6. He should have the ability to talk; not too much.

University Announces Summer Session

June 12 to July 22 and July 23 to August 29 are the periods of the first and second 1947 terms of the University of North Carolina summer session annually conducted at Chapel Hill, according to a preliminary announcement.

In addition to the regular undergraduate and graduate courses there will be a special program for supervisors and principals, the announcement reveals. "Membership in this program will be limited to 30 persons selected in advance. Applications will be received and considered on the basis of previous preparation, experience and purpose. The plan will provide for the group to work continuously during the summer period with units of work extending over a period of three weeks."

"Special provision is being made also," it is announced, "to offer courses need by teachers to meet any certificate renewal requirements which may be set up by the State Board of Education, with courses in both subject matter and professional work scheduled."

Further details may be procured by writing Guy B. Phillips, director of the summer session, Chapel Hill.

Pan-American Day April 14

The governments of the 21 republics of the Western Hemisphere have issued proclamations and enacted legislation establishing April 14 as Pan-American Day to commemorate their sovereignty and their voluntary union in one continental community of nations.

Pan-American Day originated in a resolution of the Governing Board of the Pan-American Union. The day chosen for the celebration is that on which the Pan-American Union was created in 1890.

It is observed throughout the continent by a display of the national flags and by colorful ceremonies. It is the only day set aside by the governments of an entire continent to symbolize their common bonds and their common hopes for a system of international relations based on mutual respect and co-operation. Pan-American Day is observed by governments, educational institutions, cultural centers, clubs, commercial associations and civic groups, and through its recognition by the press and radio, conveys a message of solidarity to old and young throughout the Americas.

Today, the Inter-American System is a positive example of how nations can work together in harmony and understanding.

The slogan for the 1947 observance of the day is: Co-operation, Keynote of the Americas.

School Employees Pay Near Bottom of States

The average pay of all school employees for the month of April 1945 was lower than any other state except Georgia and Arkansas, a table based on figures released by the U. S. Bureau of the Census and appearing in the December 4, 1946 News Letter, published by the University of North Carolina, shows.

The North Carolina school employees, the table shows, were paid an average of \$90.23 for that particular month, whereas the national average pay was \$157.68. Georgia school employees, on the other hand, received an average of \$86.87 and those in Arkansas \$76.31. New York school employees received the highest pay for that month, \$232.78. The average pay received that month for school employees in other Southern states were as follows: Alabama, \$91.92; Mississippi, \$108.91; South Carolina, \$116.20; Virginia, \$129.32; Kentucky, \$117.08; Louisiana, \$120.79; Texas, \$120.55; Oklahoma, \$141.80; Tennessee, \$132.32, and Florida, \$131.79.

The pay of North Carolina nonschool employees, the table shows, was \$115.68, or \$25.45 a month greater than the pay of school employees. The average for the nation was \$134.93. North Carolina's rank in this respect among the states was 28th.

Further Study Recommended By Commission On Area Vocational Schools

Further study by a larger commission, together with an appropriation of \$25,000 with which to carry on the proposed study, is the recommendation of the commission appointed by Governor Cherry in accordance with an act of the General Assembly of 1945 to study the needs for area vocational schools.

The report of this commission, recently filed with the Governor, undertakes to define area vocational education, the need for area vocational schools and the features of the present vocational education program that need to be corrected. Due to a lack of data and funds with which to collect the necessary information as a basis for specific recommendations as to kind, number, location and type of schools best suited to North Carolina boys and girls, the commission reported "that it would not be wise to start a program of area vocational schools without having a more detailed study and arrived at an agreement of a long-time Statewide plan of schools that are best suited to North Carolina needs."

The report was signed by C. S. Bunn, chairman; J. Warren Smith, secretary; Glenn M. Swicegood, Eric W. Rodgers, Edwin Morgan, Harry B. Caldwell and T. E. Browne.

It is Fun to Know About Birds

Introduce your class to the outdoors this spring by forming an Audubon Junior Club! Audubon Junior Clubs are nature clubs sponsored by the National Audubon Society to teach children through bird study to discover some of the wonders of plant and animal life and to awaken their interest in the conservation of wildlife and other natural resources. A special endowment for these clubs enables the Society to supply its clubs with interesting materials:

It is easy to form an Audubon Junior Club. Any group of 10 or more children of elementary, junior or senior high school age may form a club. Each club has an adult adviser, the teacher. Club dues are 10 cents per member for the school year and are paid to the club adviser who mails the combined club dues, together with her name and address, to Children's Clubs, National Audubon Society, 1000 Fifth Avenue, New York 28, N. Y., being sure to state how many sets of junior or senior edition leaflets are needed.

Clubs may enroll at any time during the school year.

First National High School Industrial Arts Fair Announced

The first National High School Industrial Arts Fair will be held at the Museum of Science and Industry, Chicago, August 17 to September 7, 1947.

Over 3,000 feet of space in the huge museum will be devoted to exhibition of high school student projects that win Scholastic Industrial Arts awards.

Scholastic Magazines, sponsor of the awards, invites teachers of industrial arts to encourage their students to submit their works for judging by outstanding authorities.

More than 450 prize-winning projects of the nation's industrial art shops will go on exhibit. Awards are offered for 15 different classifications in wood, metal, mechanical drawing, printing and model making. Full details appear in a rules booklet available from Scholastic Awards, 220 East 42nd St., New York, N. Y.

Health and Physical Education Directors Meet April 19-22

The Society of State Directors of Health and Physical Education will hold its 21st annual meeting at Seattle, Wash., on April 19-22, it is announced by President-elect Charles E. Spencer, Co-director, School-Health Co-ordinating Service of North Carolina. Reservations should be made to Paul Lander of Ohio secretary.

Library Survey Underway

A survey of library opportunities in North Carolina—college, special, public and school—is now underway. This survey is sponsored by the North Carolina Library Association as a part of a southwide survey of library facilities instigated and partially financed by TVA. It is hoped to complete the survey before the end of this year, at which time improvements based upon the recommendations made will be projected.

Greensboro Treasure Chest Wins Laurels in Paris

The treasure chest of books sent to Paris, France, from the school children of Greensboro, N. C., was selected as the most outstanding of the group of chests sent from America. The Minister of Education in France displayed it to the teachers, principals, and other educational leaders of the nation. Later it was displayed in Luxembourg Palace for the meeting of the U.N.E.S.C.O.

This chest was decorated by art students at Greensboro Senior High School under the supervision of Miss Nancy Stockard, art teacher. The English classes at senior high contributed most of the 100 books which were sent in the chest. They also contributed original poems, short stories, letters, and articles for the scrapbook placed in the chest. An empty scrapbook was included with the hope that the boys and girls of France would fill it and return it to the French classes.

Librarians who supervised the selection of books and the selection of material for the scrapbook were Mrs. Elizabeth Holder, Straughans' Book Shop, Miss Emma Griffin, Greensboro Public Library, and Miss Mildred C. Herring, Greensboro Senior High School Librarian.—From the January 1947 issue of North Carolina Education.

Spring School Savings Journal Issued by Treasury Dept.

To assist schools that have found lessons in money management important in citizenship training, the spring 1947 number of the *School Savings Journal for Classroom Teachers* has been issued by the U. S. Treasury Department.

This issue of the *Journal* contains study units and other materials for use by the classroom teacher. Copies for teachers are being distributed through the principals and superintendents of the State. This and other teaching material may be secured by North Carolina teachers from the State Savings Bond Office, P. O. Box G-2, 204 Sutton Building, Greensboro, N. C.

Future Teachers' Club Is Organized at Roanoke Rapids

A club composed of 27 juniors and seniors who are interested in teaching as a profession has been organized at the Roanoke Rapids High School, it is learned by way of "Guidance Briefs," a little mimeographed bulletin issued by the Occupational Information and Guidance Service of the State Department of Public Instruction. The story is by Vernie Eddins, counselor.

This club, according to Miss Eddins, "discuss problems that concern them as student teachers." They are also addressed by members of the Roanoke Rapids administrative staff. Recently they have heard talks by Clara Hearne, the elementary supervisor; J. W. Tally, high school principal, and I. E. Ready, the superintendent. The members of the club are permitted to observe the teaching done in the grade or subject in which they are interested.

According to Miss Eddins, this work has been entered upon seriously and enthusiastically by these student teachers. "The experience they receive in the classrooms," she says, "is quite valuable in that it teaches them desirable conduct, attitudes and habits of study, and makes them more tolerant of requests that are made of them by their own teachers."

Board Approves Idea of Aid to Students Preparing to Teach

At its regular meeting held February 6 the State Board of Education "went on record as approving the idea of providing scholarship aid for college students who wish to enter the teaching profession." The question was brought to the attention of the Board by its Legislative Committee.

Four Good Health Scholarships Awarded

For the best oration on the subject "North Carolina's Number One Need—Good Health," a \$500 scholarship was awarded to each of the following North Carolina high school students by the Good Health Association: George F. McKinney, Salisbury, and Angela Marchena of Raleigh for the best oration made by the Negro boy and girl in a contest held on January 17; and Alton Hill of Kinston and Theresa Alley of Waynesville the winners of the contest for white students which was held on January 30.

The runners-up in each contest, a boy and a girl, were presented with an RCA-Victor radio-phonograph combination.

Bibliography on Diversified Occupations Issued

A rather extensive "Bibliography of Related Materials for Diversified Occupations" has recently been issued in mimeographed form by the Division of Vocational Education of the State Department of Public Instruction. This booklet includes a list of books and other printed materials for 55 occupations ranging alphabetically from airplane mechanics to window display. It also gives a list of auxiliary teaching aids under such classifications as automotive, carpentry, Diesel mechanics, salesmanship, drafting, etc., including a long list of guidance references and trade journals.

Films on Bird Study Available

A new series of six discussional slidefilms, "Basic Bird Studies," has been produced and made available by The Jam Handy Organization. This series, a unit of the Science Adventures group, provides the teacher or lecturer with a comprehensive, carefully planned foundation for the study of bird life and may be used as a part of the general science course. This series is more than a mere group of bird photographs—it is a time-saving teaching and study "tool" complete in itself and yet designed to tie in with reading materials, experiments and field trips where programs permit. Subjects are: 1. Structure of Birds. 2. Adaptation of Birds. 3. Birds' Nests. 4. Migration of Birds. 5. How Birds Serve Man. 6. Helping the Birds. For details, write to The Jam Handy Organization, 2821 E. Grand Blvd., Detroit 11, Mich.

HR 1613 Provides \$1,440 Tax Exemption of Retirement Annuities

HR 1613, introduced in Congress February 3 by Bertrand W. Gerhart of California and sponsored by the N.E.A. and co-operating groups of public employees, proposes to extend to all retired public employees, Federal, state and local, the same exemption of their annuities from Federal income tax as is now extended to those who retire under the Railroad Retirement Act. This means a deduction of \$1,440 from gross income after which the three per cent rule and personal exemptions will apply.

This bill has the support of a number of groups, including the N.E.A., which have formed the Joint Committee of Public Employees Organization. All teachers, active and retired, should become familiar with HR 1613. Interested groups should prepare appropriate resolutions and send copies to Senators and Congressmen.

Dept. Members Participate in Teacher Education Conference

Two members of the staff of the Department of Public Instruction, Dr. James E. Hillman, Director of the Division of Professional Service, and Miss Marie McIver, Supervisor of Negro Elementary Schools, participated in a conference on teacher education held February 21-23 at Hampton Institute, Hampton, Va.

The conference was attended by specialists and school officers from six states numbering approximately 25, including Hampton staff participants.

This conference, as announced by President Ralph P. Bridgman, was one in a series of planning conferences for the evaluation and reorganization of the Hampton teacher-training program. It included discussions as to recruitment, election, screening and training of teachers, as well as the organization, administration and supervision of a teacher-education program.

North Carolina Publication Is Now Available

North Carolina Sketches and Places, a 40-page pamphlet of pertinent information on North Carolina has been prepared by Miss Mary Mouve Allen. It is available from the author, P. O. Box 468, Goldsboro, N. C., for 50 cents a copy. The pamphlet includes brief articles covering the State motto, flower, bird, nickname (Tar Heel State), seal, flag, constitution, and highlights of North Carolina history. In it is found the words of the State song, the text of the Mecklenburg Declaration and the Halifax Resolves, the preamble to the North Carolina Constitution, and the toast. In addition it includes brief information about 85 places of interest. This little pamphlet will serve a definite need in that it contains between two covers many pertinent facts not heretofore brought together.

Future Homemakers Have 9,743 Members

There are now 299 F.H.A. chapters with 9,743 members in North Carolina, according to Mrs. Will Frances Sanders, State F.H.A. Adviser of the Division of Vocational Education, State Department of Public Instruction.

Mrs. Sanders states that this organization which comprises those girls who are taking vocational home economics in the high schools will have a rally this spring, tentatively set for April 12 in Raleigh. The various chapters will also operate both the Tom Browne and White Lake camps the first two weeks in June.

Information regarding plans for F.H.A. activities this year will be furnished chapter presidents by Mrs. Sanders.

Bills Relating to Education Introduced In General Assembly

- Additional public bills introduced since those listed in the February number of this publication are as follows:

Senate Bills

SB 104—Roper. "To establish reasonable salary schedules for better-trained and more-experienced public school teachers with a view to encouraging competent young men and women to enter the teaching profession and to induce experienced teachers to remain therein." To Appropriations.

SB 115—Allsbrook, Wallace and Rankin. "To amend and rewrite section 115-92 of the General Statutes of North Carolina relating to sanitary facilities in school." To Public Health.

SB 119—White. "To amend section 135-3 of the General Statutes of North Carolina relating to membership in the Teachers' and State Employees' Retirement System." To Teachers' and State Employees' Retirement.

SB 135—Parker. "To amend Chapter 135 of the General Statutes of North Carolina relating to the prior service of veterans of World War I." To Teachers' and State Employees' Retirement.

SB 158—White. "To amend section 135-6 of the General Statutes relating to membership on the Board of Trustees of the Teachers' and State Employees' Retirement System of North Carolina." To Teachers' and State Employees' Retirement.

SB 194—Johnson. "To amend G.S. 115-374 relating to use of school buses in North Carolina." To Education.

SB 199—Chaffin. "To amend the School Machinery Act of 1939 relating to summer school attendance by teachers." To Education.

SB 219—Ferguson, Johnson, Moss, Simms, Barber, Kester, Richardson, Ward and Brown. "To authorize the Governor to appoint a State Education Commission to make a study of educational problems, and to present their findings and to make recommendations to the Governor, and the General Assembly of 1949." To Education.

SB 250—Jenkins, Ferguson, Midgett and Johnson. "To appropriate funds for the establishment of a vocational school for veterans at Camp Butner, North Carolina." To Appropriations.

SB 289—Johnson. "Establishing a division of special instruction in the State Department of Public Instruction to foster and promote the establishment of special classes of instruction for handicapped children in the public schools; to conduct classes of special instruction for adult handicapped individuals; to authorize the establishment of standards for instructors of handicapped persons and to fix their salaries; to provide for additional grants to the county school boards for the added costs of conducting such special classes and courses of instruction for handicapped children and other children re-

quiring special courses of instruction; to repeal laws or parts of laws in conflict herewith and for other purposes." To Education.

House Bills

HB 137—Scott. "To amend G. S. 115-371 of the School Machinery Act, providing for the enrollment of children six years of age on or before January first of each year." To Education.

HB 163—Hardison and Hunter. "To amend General Statutes 20-318 relating to standard qualifications for school bus drivers." To Education.

HB 164—Hardison and Hunter. "To amend General Statutes 115-378 relating to public school bus drivers." To Education.

HB 194—Wilson. "To establish a reasonable salary schedule for better-trained and more-experienced public school teachers with a view to encouraging competent young men and women to enter the teaching profession and to induce experienced teachers to remain therein." To Appropriations.

HB 202—Ransdell. "To amend section 115-370 of the General Statutes of North Carolina relating to sick leave for teachers and principals in the public schools of this State and to provide for the employment of substitute teachers." To Education.

HR 240 (Joint resolution)—Uzzell and Burgin. "Memorializing the North Carolina members of Congress to support a program providing Federal funds for equalizing educational opportunities in the public schools of the nation, without Federal control." To Education.

HB 262—Hardison and Hunter. "To amend section 135-5 of the Teachers' and State Employees' Retirement Act so as to fix the permissive age of retirement at 55 years or the accrual of 20 years of creditable service." To Pensions.

HB 279—Whitfield. "To amend the Teachers' and State Employees' Retirement Act so as to include employees of the North Carolina Education Association." To Pensions.

HB 281—Whitfield. "To amend the membership provisions of the Teachers' and State Employees' Retirement Act so as to limit the membership to persons who became employees while under 60 years of age and to fix the beginning date of membership in the retirement system 90 days after date of employment." To Pensions.

HB 282—Whitfield. "To amend certain sections of Chapter 135 of the General Statutes of North Carolina relating to the extension of educational

benefits to children of World War veterans." To Education.

HB 336—Umstead. "Creating a teachers Merit Rating Commission." To Education.

HB 337—Stoney. "To amend section 115-140 of the General Statutes of North Carolina relative to the physical examination of school employees." To Education.

HB 342—Stoney. "To amend sections 115-310 and 115-311 of the General Statutes of North Carolina relating to compulsory school attendance of deaf and blind children." To Education.

HB 357—Shuford. "To amend General Statutes 69-7 and 69-8 so as to extend fire protection to private schools." To Judiciary 1.

HB 417—Hancock. "To amend section 115-370 of the General Statutes of North Carolina relating to sick leave for teachers and principals in the public schools of this State and to provide for the employment of substitute teachers and to appropriate funds for this purpose." To Education.

HB 478—Umstead and seven others. "To encourage teachers to pursue further study in subjects taught by them by providing an increment for teachers attending summer school." To Higher Education.

HB 543—Scott. "To amend G. S. 115-371 of the School Machinery Act, providing for the enrollment of children six years of age on or before November 1 of each year." To Education.

HB 548—Umstead, Edwards of Greene and Stoney. "To authorize the Governor to appoint a State Education Commission to make a study of educational problems, and to present their findings and to make recommendations to the Governor and the General Assembly of 1949." To Education.

HB 549—Hocutt and Martin of Johnston. "To amend and rewrite section 115-92 of the General Statutes of North Carolina relating to sanitary facilities in schools." To Health.

HB 571—Scott and Hunter. "To amend section 115-377 of the General Statutes of North Carolina so as to provide heating equipment to be installed in school buses." To Education.

HB 581—Bender and Darden. "To amend the School Machinery Act of 1939 relating to summer school attendance by teachers." To Education.

HB 604—Umstead and others. "To appropriate funds for the establishment of a vocational school for veterans at Camp Butner, North Carolina." To Education.

HB 621—Tompkins. "To equalize educational opportunities in North Carolina." To Education.

HB 640—Buie. "To provide additional funds for salaries of teachers and other State Employees, for the Good Health Program, for mental institutions and for other General Fund purposes." To Propositions and Grievances.

LAWS, RULINGS and OPINIONS

Attendance Law; Vaccination Certificates

In reply to inquiry: I have received a letter from Superintendent _____ of _____ County Schools.

He inquires as to the status of 14 and 15-year-old pupils under the compulsory attendance law. He also inquires as to whether or not parents may refuse to have their pupil children vaccinated on account of religious beliefs.

I think you will find the answer to the first question in Chapter 826 of the Session Laws of 1945.

You will probably find the answer to the second question in Chapter 494 of the Sessions Laws of 1945.

I am forwarding this letter to you since it is entirely possible that the State Board of Education might have adopted some regulations relating to the questions involved, and I understand from our telephone conversation that you will answer this letter.—Attorney General, October 14, 1946.

Title to School Site Capital Outlay

In reply to inquiry: In your inquiry of the 30th of October, 1946, you request an opinion of this office as to whether or not a county may appropriate funds for capital outlay purposes on a school site which does not belong to the county or city unit in which the funds have been collected by tax levies.

G. S. 115-88 is as follows:

"The county board of education or the board of trustees of a city administrative unit shall make no contract for the erection or repair of any school building unless the site on which it is located is owned by the said board, and the deed for the same is properly registered and deposited with the clerk of the court. Provided, it shall be lawful for the county board of education to borrow from the State Literary or Special Building Funds for the benefit of city administrative units and to allocate the proceeds of the county school building bonds between city and county administrative unit schools in proportion to the respective needs of the city unit schools and the county unit schools at the time when such county bonds are authorized: Provided further, that the title to the site in any city administrative units so aided shall be vested in the board of trustees of the unit."

Under the language of the above statute, it is the opinion of this office that no funds could be appropriated for the erection or repair of any school building unless the site upon which it is located is owned by the board of the unit erecting same.—Attorney General, October 31, 1946.

Attendance Law; Compulsory School

In your letter of the 11th of January, 1947, on the above subject, you enclose a petition in a case recently filed with your court wherein the mother of a minor child is seeking to have her child readmitted to school under the following circumstances: This child was apparently punished for some infraction of the school rules and was subsequently sent home. The mother of the child subsequently went to see the principal who refused to readmit the child after she has refused to sign a letter denying certain statements she has made, and also refusing to make other affirmative statements which were requested by the school authorities.

Upon the hearing of the matter you state that it is your opinion, and that you found as a fact, that the child is improperly denied the right to continue in school for the reason that the charges against the child are trivial in nature, and you inquire as to whether or not you are in your authority in so holding.

Certainly, there is nothing before you which would require the punishment of the parent of this child for failure to keep her in school. It would appear from the enclosures that she has done everything possible to have her child reinstated.

I return the petition and the copy of the letter which the child refused to sign.—Attorney General, January 14, 1947.

Attendance Law; Compulsory School

In reply to inquiry: Receipt is acknowledged of your letter of the 21 of January, 1947, enclosing a copy of a letter from _____, of the _____ City and County Juvenile Court, with reference to the above subject.

On the 11 of January, 1947, _____ requested an opinion of this office concerning the problem set out in her letter to you, and on the 14 of January, 1947, her inquiry was replied to and a copy of the same is enclosed, herewith, for your information.

As you will note we advised _____ that in view of the fact that the punishment described in the compulsory attendance law is aimed at parents or guardians of children who fail to attend school, and that the parent of the alleged delinquent had attempted to have her child reinstated to no avail, that she would not be amenable to this law.

It appears from _____ letter that she is convinced that the child should be reinstated, and, in this connection, your attention is invited to G. S. 115-145.

Sale of Surplus School Property; Application of Proceeds of Sale

In reply to inquiry: I have received a letter from Honorable _____, attorney at law of _____, under date of December 7, in which he at your request asks for an opinion from this office as to the authority of the trustees to sell at private sale school property unnecessary for school purposes, and as to whether or not the proceeds of the sale could be used to complete a building on part of the property which is not to be sold, for the purposes for which the property was originally purchased.

The statute, G. S. 115-86, requires that property be sold at public sale in the manner provided by this section. I do not think that the property could be sold at private sale, as this statute provides otherwise and requires a public sale.

I assume that the South River Grammar School is now a part of the schools operated by the County Board of Education and as a part of the County Administrative Unit. It is my opinion that the proceeds from the sale of the property would belong to the county school fund, to be budgeted and expenditures of it approved by the County Board of Education in the manner provided by G. S. 115-363.

With high regards.—Attorney General, December 10, 1946.

which provides that a teacher in a school having no principal, or the principal of a school, shall have authority to suspend any pupil who willfully and persistently violates the rules of the school or who may be guilty of immoral or disreputable conduct, or who may be a menace to the school. It is provided here that every suspension for cause be reported at once to the attendance officer, who shall investigate the cause and shall deal with the offender in accordance with rules governing the attendance of children in school. It would seem that after this report has been filed that an investigation should be made to determine whether or not the child was dismissed for good cause by the principal, and a report thereof should then be made to the school trustees for their final action in the matter.

It would seem entirely proper that since _____ has jurisdiction over offenders against the compulsory school attendance law that she would be justified in making such representations to the trustees of the school with respect to the matter as in her judgment would be just and proper. Final action in the matter would, of course, lie with the school authorities.—Attorney General, January 23, 1947.

(Continued on page 16)

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin, March, 1942)

Jesse O. Sanderson, principal of the Methodist Orphanage School which is a part of the Raleigh City Administrative Unit, has been appointed as Superintendent of the Raleigh schools to succeed Claude F. Gaddy, who resigned on February 1 to become Administrator of Rex Hospital.

J. Warren Smith of the North Carolina State College faculty has been appointed as State Director of Vocational Training for Defense Workers and as such becomes a staff member of the State Department of Public Instruction.

The State School Board Association will hold its annual meeting in Chapel Hill on Thursday, April 22nd.

10 Years Ago

(North Carolina Public School Bulletin, March, 1937)

This office takes pleasure in announcing the appointment of Miss Virginia Ward as Assistant State Supervisor of Home Economics Education.

Bibliography No. 43, "Good References on Elementary Education Teaching Methods," is the title of a little booklet recently issued by the Office of Education, Washington, D. C. This booklet was compiled jointly by Miss Hattie Parrott of this Department and Miss Martha R. McCabe, Assistant Librarian, of the Office of Education.

The March number of *State School Facts* gives a brief historical treatment of school attendance in the State during the current century.

60 Years Ago

(Biennial Report of the Superintendent of Public Instruction, 1887-88)

STATISTICS FOR 1887

| |
|--|
| Total expenditures, \$653,037.33. |
| Census—353,481 whites and 212,789 colored. |
| Enrollment—202,134 whites and 123,145 colored. |
| Attendance—124,653 whites and 71,466 colored. |
| Average term in weeks, 12 whites and 12 colored. |
| Average salary of Teachers—\$25.10 white males; \$23.30 white females; \$24.10 colored males; \$19.60 colored females. |
| Value of public school property— |
| For whites .....\$451,729 |
| For colored 212,627 |
| Total.....\$664,356 |
| Number of public school houses— |
| For whites\$ 3,562 |
| For colored 2,098 |
| Total.....\$ 5,660 |
| Number of public schools taught— |
| For white\$ 4,449 |
| For colored 2,473 |
| Total.....\$ 6,922 |

A Declaration of Policy to Meet the Educational Crisis

1. An adequate educational opportunity for every child is imperative for the nation's welfare.

2. The profession and the public must raise professional standards and improve the services of the schools.

3. Teachers should keep contracts and agreements.

4. Teachers should insist upon professional salaries.

5. Teachers in all local school systems should seek adequate salaries through professional group action.

6. Action on such agreements should be achieved through democratic co-operation of teachers, administrators, board members, and other community leaders.

7. More state and federal financial support for education is imperative.

8. Teachers will make most progress toward their objectives through professional organization and by professional methods.

Board Approves Special Elections

Special tax elections were approved for Greensboro and Guilford County at a meeting of the State Board of Education on January 9, 1947. The Greensboro rate approved was 15 cents on the \$100 valuation of property, whereas the Guilford County rate approved was 20 cents.

LAWS, RULINGS AND OPINIONS (Continued from page 15)

Age For Admission; Child Born on October 2

In reply to inquiry: I have your letter of September 20 quoting from your school handbook for teachers, in which you state as follows:

"Age of Children to Enter School. Children to be entitled to enrollment in the public schools must be six years of age on or before October 1 of the year in which they enroll, and must enroll during the first month of the school year.

"The Attorney General has ruled that children who are born on the second day of October become six years of age on the first of October and are therefore entitled to enter school."

You request me to verify this information.

Your statement is in accordance with an opinion rendered by this office on June 7, 1938, in which we held that according to the common law as declared in many cases from other jurisdictions, a child would be six years of age on the first moment of October 1, 1938, who was born on October 2, 1932. In other words, the day preceding the anni-

FROM THE PRESS

Durham. County School Business Manager Lester A. Smith is visiting cafeteria equipment manufacturers in Charlotte and Greensboro today (Jan. 30) in an effort to purchase necessary facilities for the county's school cafeterias.

Granville. The Kiwanis Club, in a meeting last Tuesday night (Jan. 21), adopted a resolution calling upon Granville County members of the General Assembly to support a minimum salary increase of 30 per cent for North Carolina's 24,000 public school teachers and for other such employees earning \$1,800 or less per year, such increases to begin in January, 1947, and to continue through the coming biennium.

Salisbury. Application has been made to State authorities for financial assistance in the Salisbury school lunchroom program, according to J. H. Knox, city superintendent.

Charlotte. The city schools today (Jan. 29) will inaugurate a long-range program designed to bring about a great improvement in the teeth of the pupils in all the schools, both white and Negro. Dr. Z. M. Stott, oral health education division administrator, revealed last night.

Raleigh. Greater educational opportunities constitute one of Raleigh's greatest requirements, according to the replies of several local citizens who recently responded in a survey to the question, "What is the supreme need of Raleigh?"

Asheville. A broadly based program for bringing the various plants in the city school system into shape to meet the demands expected to be made upon them during the next five to ten years is being worked out by the city school board, it was announced following a meeting yesterday (Feb. 3).

High Point. A new step in public school education will be realized here Monday morning (Feb. 10) when a class for spastic children is opened at Cloverdale School.

Alamance. The Alamance County Board of Education seeks \$1,800,000 to complete an expansive plant improvement and construction program at 17 county schools, according to a request submitted to the Board of County Commissioners and made public today (Feb. 1).

Cleveland. While the average family income in Cleveland County shows an increase of 117.7 per cent over a six-year period, from 1940 through 1945, the gain in teachers' salaries here during the same period was only 43 per cent, statistics from the office of the city school superintendent revealed today (Jan. 31).

versary of birth is the day as of which the age of such person is determined.—Attorney General, September 23, 1946.

NORTH CAROLINA PUBLIC SCHOOL

BULLETIN

Published Monthly by the State Department of Public Instruction

APRIL, 1947

RALEIGH, NORTH CAROLINA

VOL. XI, No. 8

Double Teachers, Treble Funds, School Administrators Urge

- "The number of teachers now serving American schools should be doubled and the sums now appropriated for schools should be trebled."

This is the answer given by ten leaders in the field of education appointed by the American Association of School Administrators to study the question, "What is required of America's schools in the postwar years?"

Educators from California, Maryland, North Carolina (Supt. Clyde A. Erwin), New York, Ohio, Oklahoma, and Pennsylvania served on the 25th year book commission of the association which recently released a 286-page report, "Schools for a New World," prepared under the chairmanship of Claude V. Courter, superintendent of schools, Cincinnati, Ohio.

Asserting that "America's faith in education is being put to the supreme test," the commission describes the basic problems and issues facing our society and indicates the role which public education must take in solving these problems.

According to the commission, the type of schools which our society needs "can be adequately realized only by a great increase in our national investment in public education. The number of teachers now serving in American schools should be doubled. The sums now appropriated for schools should be trebled."

"In the five years after America entered World War II, thirteen million babies were born in the United States. This was four million more than had been predicted by population experts. Over three million babies were born during each of the years 1943 and 1944, when the experts had predicted that births would be stabilized at the two million mark during these years.

"The elementary schools felt the rush of this new tide of life first in 1946, when kindergarten enrollments suddenly increased, after years of stability. Elementary school enrollments will increase until 1950, with a consequent demand for more teachers and more school rooms. By 1953 the high schools will feel the surge, and they will expand until 1960. No one knows whether the birth rate will fall again to the prewar level.

"These children belong to the new, postwar world. It is their education that this book is about, their education and the education of their brothers and sisters yet to be born. Through these children the schools will perform

their task of improving American life."

The report outlines the central purpose of public education in this "new age" by pointing out vital areas of education which must be further developed. Desirable directions for public education in small, medium-sized and large communities and on the state level are suggested, along with criteria for the evaluation of the educational program in any community.

Guideposts to "Schools for a New World" are listed by the commission. The authors believe:

1. It is becoming increasingly clear that the degree of education and technical competence determines the economic welfare of the various countries of the world.
2. Our nation can contribute to a friendly world through the moral influence upon the world community of the basic ideals of our society sincerely exemplified in the lives of our people and in the functioning of our economy.
3. Education is the one best hope that children of underprivileged and minority groups have for rising to the most coveted and honored positions in American life.
4. The school should be a place where all kinds of pupils—book-minded and hand-minded, sociable and shy—are rewarded for doing well the desirable things they can do best.
5. We live today in a world that is growing increasingly interdependent, which means that living well together must extend far beyond the day-by-day experiences of the home and community.
6. Our schools should provide students with a greater opportunity for vocational training, work experience, and guidance in selecting a career. An increase in the level of skill possessed by the workers in a community will mean a better class of people with respect to education, and more wealth for people and institutions.
7. If the American people are pro-

gressively to solve their problems for the common welfare, it must be through co-operative effort. This is true whether the source of that effort finds its basic motivation in the values underlying the Preamble to our Constitution or in enlightened selfishness.

8. Fifty teachers for one thousand pupils are needed for effective teaching.

9. When large numbers of students fail to complete twelve years of schooling, this fact should be a warning that adjustments are needed in the program of education.

10. Often groups of children, working with representative citizens, can change community conditions through educational experiences that are not only profitable to the community in results but provide effective learning during the process.

11. The task of adapting schools to local needs is one which demands co-operative action by the lay public and the professional educator.

12. The schools in all types of community—rural, town, and large city—must address themselves to the task of improving the level of community life in the areas which they serve.

13. The limitations of poverty and vision within any community should not be permitted to stifle the development of citizens who may later spread themselves throughout the nation.

14. Only through major participation by the state in the financial support of public education can a minimum of educational opportunity be assured to every child.

15. State systems of financial support do not need to lead to state educational dictatorship. Responsibility for avoiding such centralization rests upon both local and state educational leaders.

INTERESTING ARTICLES IN THIS ISSUE

| | |
|--|-----|
| Double Teachers, Treble Funds, School Administrators Urge.... | 1 |
| Church and State (Editorial).... | 3 |
| New York Times Releases | |
| School Survey Findings..... | 5 |
| Per Cent Teachers Holding Class A Certificates..... | 6 |
| Charles Harden Mebane..... | 8-9 |
| State Aid to Public Education Increased..... | 18 |

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly Except June, July and August

by the

STATE DEPARTMENT OF PUBLIC INSTRUCTION, RALEIGH, NORTH CAROLINA

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1947

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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

April 15, 1947

To Superintendents, Principals and Teachers:

I consider it one of the duties of teachers and principals to help students decide what occupation or profession they will enter. Although the furnishing of information with reference to the various occupations is timely during any month of the school year, it seems to me that such information would be especially beneficial now to those high school seniors who have not definitely decided what their life work is to be.

I think all seniors should be given the facts as to possible job opportunities in North Carolina, together with any information concerning further training necessary and the aids available, if any, in fitting oneself for the profession chosen. Of course, many of you have a general knowledge of the professions, such as medicine, law, the ministry, teaching, nursing, engineering, farming, and others. You are also acquainted with the mechanical, electrical and shop trades. If you need further assistance our Occupational Informational and Guidance Service will be glad to help you.

In this connection, however, I should like to point out the need in the field of medicine for both doctors and nurses, and the fact that a loan fund aid is available from the Medical Care Commission for students who will agree, upon graduation from medical school and upon being licensed, to practice medicine in some rural area in North Carolina for at least four years.

There is also a definite need for well-trained teachers. I had hoped that the General Assembly would make some specific provision to encourage more of our boys and girls to go into this profession, but no provision of this kind was made other than the increase in salaries. Certainly the opportunities for those who like to work with children are great in this field, and I hope each of you will help us recruit some of our best talent for our own profession.

*Very truly yours,**State Superintendent of Public Instruction*

EDITORIAL COMMENT

CHURCH AND STATE

Many criticisms and opinions have already been offered regarding the 5-to-4 decision of the Supreme Court in the New Jersey case concerning the use of public tax money for the transportation of children to parochial schools. This decision came as a surprise and a disappointment to the many friends of the public schools. It means that a state may provide for the transportation of pupils to such schools.

In commenting editorially on this decision, the Raleigh News and Observer said:

"In writing the majority 5-to-4 decision of the Supreme Court submarining the constitutional inhibition of Church and State, Justice Black also turned his back on this profound statement of Jefferson: 'To compel a man to furnish contributions of money for the propagation of opinions which he disbelieves is sinful and tyrannical.' And that is exactly what the Supreme Court compels citizens to do when public school money is used to transport children to a church school. This giving money to a church school to transport its students is a blow at the greatest American institution—the public school—and would make Horace Mann and Charles McIver turn over in their graves. If the subsidy can go to Catholic schools, it can go to all Protestant and other church schools and all private schools. If persisted in, it would annul the Constitution and strike a blow at the public school system, the bulwark of democracy.

"Justice Black declared that church and state must be kept separate. He added: 'We could not approve the slightest breach.' And in the next sentence he did exactly what he declares should not be 'breached' by approving public money to support a Catholic school by transporting children to that church school. He said one thing in one sentence and then repudiated it in another, as Justice Jackson pointed out: 'We know that such schools are parochial only in name—they, in fact, represent a world-wide and age-old policy of the Roman Catholic Church. Catholic education is the rock on which the whole structure rests, and to render tax aid to its church school is indistinguishable to me from rendering the same aid to the church itself. If the state may aid these religious schools, it may therefore regulate them.'

"Justice Rutledge, dissenting from an infraction of the most fundamental American principle and policy, wrote a masterly opinion covering 47 pages in which he traced the long struggle by which the separation of the Church and State had been won. He said:

"'No more unjust nor discriminatory in fact is it to deny attendants at religious schools the cost of their transportation than it is to deny them tuitions, sustenance for their teachers, or any other expense which others receive at public cost.'

"That 5-to-4 revolutionary decision will not stand."

FEDERAL AID

Of the many bills introduced at this session of Congress S 472 seems to meet the needs best and has the approval of most state and local educational associations. This bill, which is bipartisan in its sponsorship; authorizes an appropriation of \$150,000,000 the first year, \$200,000,000 the second year, and \$250,000,000 a year thereafter to assist the states in financing a minimum foundation program of public elementary and secondary-schools and in reducing the irregularities of educational opportunities now provided in the several states.

Under this bill North Carolina will receive from 10 to 16 million dollars, every dollar of which could be used to advantage in the employment of additional teachers and thus reduce the teaching load which is the highest in the nation. There are other purposes to which this aid could be devoted in order to improve the educational opportunities of our children, including the raising of the salaries of teachers now employed and the employment of additional instructional equipment.

Before we spend the money, however, the bill must be passed. Elsewhere in this paper will be found the names of those who have been appointed on subcommittees to study bills on education. Expressions of opinion urging immediate consideration of S 472 should be sent to these persons now. The support of lay groups is especially important.

BEGIN NOW

Elsewhere in this publication we are presenting tables showing the percentage of white teachers now holding Class A certificates or better in each of the county and city administrative units of the State.

These figures simply point up where the shortages of the best teachers are—largely in the county units. A recent study shows that 100,000 North Carolina children are being taught this year by teachers who hold certificates based on less than college graduation. These are the forgotten children of this generation. We cannot replace their teachers next year with better trained teachers because they are not available. It will take, therefore, more than three years to replace these teachers holding the lower type of certificates with teachers who have Class A certificates or better.

This being so, those having the authority of selecting and employing teachers should begin now to look for teachers with better training. Those units where the percentage of teachers holding Class A certificates is low should make a special effort to improve the standing of their units in this respect. All the children of North Carolina deserve the best-trained teachers that can be found. The 100,000 children who have been penalized this year deserve a better deal. Every possible source of teacher supply should be exhausted, therefore, before any with less than college training are employed for next year.

1944-45 Teachers' Salaries Slightly Higher Than in 1943-44

• The average salaries paid teachers in the several states were slightly higher in 1944-45 than they were in 1943-44, according to the figures, latest available, recently printed in the *N.E.A. Handbook*. The following table shows a comparison of average salaries of teachers, principals, and supervisors for the two years:

| Rank 1944-45 | State | Average Salary 1944-45 | 1943-44 | Rank 1943-44 |
|-----------------|----------------------|---------------------------|---------|-----------------|
| 1 | New York | \$2,783 | \$2,776 | 1 |
| 2 | California | 2,749 | 2,616 | 2 |
| 3 | District of Columbia | 2,633 | 2,610 | 3 |
| 4 | New Jersey | 2,467 | 2,353 | 4 |
| 5 | Massachusetts | 2,386 | 2,219 | 5 |
| 6 | Washington | 2,304 | 2,099 | 6 |
| 7 | Michigan | 2,147 | 2,013 | 11 |
| 8 | Illinois | 2,139 | 2,018 | 10 |
| 9 | Ohio | 2,122 | 1,912 | 14 |
| 10 | Rhode Island | 2,117 | 2,042 | 8 |
| 11 | Arizona | *2,085 | 1,903 | 15 |
| 11 | Connecticut | 2,085 | 2,019 | 9 |
| 13 | Maryland | 2,080 | 2,069 | 7 |
| 14 | Oregon | 2,026 | 1,809 | 18 |
| 15 | Indiana | 2,017 | 1,833 | 17 |
| 16 | Pennsylvania | 2,008 | 1,972 | 12 |
| 17 | Delaware | 1,975 | 1,932 | 13 |
| 18 | Nevada | 1,953 | 1,876 | 16 |
| 19 | Utah | 1,868 | 1,792 | 19 |
| | National average | †1,850 | 1,728 | — |
| 20 | Wisconsin | 1,844 | 1,705 | 20 |
| 21 | Minnesota | 1,757 | 1,567 | 22 |
| 22 | Colorado | 1,730 | 1,600 | 21 |
| 23 | New Mexico | 1,725 | 1,456 | 25 |
| 24 | Florida | 1,621 | 1,390 | 30 |
| 25 | Wyoming | 1,586 | 1,471 | 24 |
| 26 | Oklahoma | 1,543 | 1,429 | 27 |
| 27 | West Virginia | 1,526 | 1,508 | 23 |
| 28 | Texas | 1,524 | 1,329 | 34 |
| 29 | Idaho | *1,517 | 1,379 | 31 |
| 30 | Louisiana | 1,515 | 1,427 | 28 |
| 31 | Vermont | 1,508 | 1,165 | 38 |
| 32 | Kansas | 1,501 | 1,313 | 35 |
| 33 | New Hampshire | 1,467 | 1,366 | 32 |
| 34 | Montana | 1,456 | 1,453 | 26 |
| 35 | Missouri | 1,442 | 1,410 | 29 |
| 36 | North Carolina | 1,382 | 1,342 | 33 |
| 37 | Nebraska | 1,379 | 1,159 | 39 |
| 38 | Virginia | 1,376 | 1,308 | 36 |
| 39 | Maine | *1,367 | 1,153 | 40 |
| 40 | Iowa | 1,357 | 1,289 | 37 |
| 41 | Tennessee | 1,324 | 1,062 | 43 |
| 42 | North Dakota | 1,314 | 1,059 | 44 |
| 43 | South Dakota | 1,307 | 1,158 | 40 |
| 44 | Kentucky | 1,226 | 1,158 | 40 |
| 45 | Georgia | 1,077 | 923 | 47 |
| 46 | South Carolina | 1,064 | 973 | 46 |
| 47 | Alabama | 1,050 | 1,009 | 45 |
| 48 | Arkansas | 918 | 845 | 48 |
| 49 | Mississippi | 842 | 790 | 49 |

* Figures from State Department of Education. † Close estimate.

Arbor Day Observed March 21

Arbor Day was observed in accordance with the law in the State's public schools on March 21, 1947. Material for use in the preparation for Arbor Day Programs was sent to county and city superintendents by J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction. Other material was made available by the Agricultural Extension Division, N. C. State College, Raleigh.

National Music Week Designated

The week of May 4 to 11 has been designated as National Music Week this year according to recent information from Mr. C. M. Tremaine, Secretary, National and Inter-American Music Week Committee. The keynote of the 1947 observance of music week is: Music is especially needed—NOW. Teachers are urged to begin planning for music week observances especially in relationship to their local communities.

National Boys and Girls Week April 26 to May 3, 1947

National Boys and Girls Week will be observed in the United States this year from April 26 to May 3. The celebration will mark the 27th annual observance of this important youth event.

With the theme, "Youth—the Trustees of Posterity," the program is designed to focus the attention of the public on the problems, interest, and recreations of youth, and on the part played by the home, church, school, and youth-serving organizations in the development of character and good citizenship in growing boys and girls.

The activities planned for the observance emphasize important factors in the growth of youth, including citizenship training, education, recreation, occupational guidance, home life, religious education, health and safety, tolerance and understanding among nations and peoples, and membership in boys' and girls' organizations.

Daily programs suggested for the week include:

Citizenship Day—Saturday, April 26.
Day in Church—Sunday, April 27.
Day in Schools—Monday, April 28.
Family Day—Tuesday, April 29.
United Nations Day—Wednesday, April 30.
Child Health and Safety Day—Thursday, May 1.
Careers Day—Friday, May 2.
Day of Recreation—Saturday, May 3.
Information about Boys and Girls Week, and helpful suggestions for carrying out the program of the week, including a poster and a Manual of Suggestions, may be obtained free of charge from the National Boys and Girls Week Committee, 35 E. Wacker Drive, Chicago 1, Illinois.

New Curriculum Bulletin Available

1. You are interested in improving school programs.

2. You recognize importance of lay participation in effecting improvements.

3. You realize improval means of working together in basic to more effective lay-professional co-operation.

THEREFORE you will want to order immediately a copy of *Laymen Help Plan the Curriculum* by Helen F. Storen, published by the Association for Supervision and Curriculum Development, National Education Association, which sells for \$1 per copy.

This timely publication describes a large number of school situations in which lay people and teachers have worked together toward an improved school program. It shows where laymen have much to give to education. It analyzes the problems involved in lay participation and what the layman has to give. It suggests ways and means of solving problems in laymen-professional relations.

New York Times Releases School Survey Findings

● "Confronted by the most acute teacher shortage in the history of American education, the nation's public school system faces a serious breakdown." That is the conclusion of Benjamin Fine, education editor of the *New York Times*, based on a six months nationwide survey of schools through out the country which he has just completed.

In the first of twelve articles on the school crisis, published in the *New York Times* beginning February 8, 1947, Dr. Fine writes:

"Our schools were not bombed as were the European schools. But nearly two years after the end of the war they are being wrecked just as surely as though they had been blasted by heavy bombers."

Following is a summary of the damage to our school system as revealed by the *Times* survey of schools from kindergarten through college:

1. Three hundred and fifty thousand teachers have left the American public schools since 1940.

2. One hundred twenty-five thousand teachers, or 1 out of every 7 in the profession, are serving on an emergency or substandard certificate.

3. Seventy thousand teaching positions are unfilled because of the inability of communities to get the necessary teachers.

4. Sixty thousand teachers in the U. S. have a high school education or less.

5. Twenty per cent of all teachers, or 175,000, are new to their jobs each year—twice the turnover that existed before the war.

6. Classroom teachers get an average of \$37 a week today; 200,000 get less than \$25 weekly.

7. Fewer students are entering the teaching profession than in the past; 22 per cent of all college students attended teachers colleges in 1920, today 7 per cent attend.

8. Veterans do not want to prepare to teach. Only 20,000 of the 1,000,000 veterans in American colleges and universities are in teachers colleges.

9. Six thousand schools will be closed because of lack of teachers; 75,000 children will have no schooling during the year.

10. Two million children will suffer a major impairment in their schooling because of poor teachers.

11. Five million children will receive an inferior education this year because of the inadequate teacher supply.

12. Only 50 per cent of the teachers employed in 1940-41 are still teaching today.

13. The average teacher in the U. S. today has had one year less education than she had in 1939.

14. Fifty thousand men have left the teaching profession since 1940 and are not coming back. Only 15 per cent of all elementary and high school teachers are men.

15. Twelve major school strikes have taken place since September—and many more are being threatened.

16. The morale of the teachers has dropped to a new low.

17. Fifty-six per cent of the teachers of this country do not have tenure protection.

18. The U. S. spends 1.5 per cent of its national income for its schools. Great Britain spends an estimated 3 per cent; the Soviet Union spends 7.5 per cent.

19. Appalling educational inequalities exist throughout the nation. Top schools spend \$6,000 per class room unit, bottom ones spend \$100. The national average is \$1,600.

20. School buildings are in a deplorable state all over the nation. Nearly 5 billion dollars will be needed to bring the educational plants into good condition.—*Express News Letter*.

Religious Book Week To be Observed May 4-11

The fifth annual Religious Book Week sponsored by the National Conference of Christians and Jews will be observed nationally May 4-11. The Religious Book List, a 36-page pamphlet, listing books for adults and children in four sections—Jewish, Protestant, Catholic, and Goodwill—will be available in April; single copies can be secured without cost by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York.

Campbell Becomes Temporary Superintendent of Hickory Unit

M. C. Campbell, Superintendent of the Catawba County Schools has accepted a temporary appointment as superintendent of the Hickory City Unit, following the resignation of Dr. R. W. Carver on March 1, after a disagreement with the Hickory board of trustees.

Mr. Campbell, it is learned, will continue as superintendent of both the city and county schools until Dr. Carver's successor is elected but not later than July 1, 1947.

"I have accepted this temporary appointment," Mr. Campbell stated, "at considerable personal sacrifice, solely from a sense of obligation to the public school system of North Carolina to which I have devoted my life's work, and from a desire to assist a neighboring community in an emergency. My efforts will be directed toward giving the children affected the best possible educational opportunity and environment."

California Teacher Association Institutes Program of Recruitment

A Program of Recruitment and Selection of Teachers has recently been approved by the State Council of the California Teachers Association. This program includes the following:

1. A full-time person to direct this program and serve as the secretary of this committee to carry out the policies set by it.

2. Encourage the establishment of a plan of recruitment in each high school district.

3. Contacting of secondary and college students, teachers, professors, counselors, deans, and administrators to promote recruitment and selection of teachers.

4. The collection and preparation and distribution of materials to students, teachers, counselors, and administrators.

5. Encourage the establishment of adequate programs of guidance toward teaching in the California higher institutions and exert every influence to lead higher institutions to accept teacher-training as one of the major responsibilities of their respective institutions.

6. To co-ordinate the efforts in recruiting of teachers of all agencies in the State, and particularly the efforts of our own C.T.A. Sections.

Argentina Modifies Tests on Teacher Selection and Makes Medical Examinations Compulsory for High School Pupils

A more rigorous selection of candidates for the teaching profession is the object of recent modifications introduced in the examinations for admission to normal schools of Argentina, it is learned from the International Bureau of Education.

The tests, this Bureau states, will bear not only on knowledge acquired but also on aptitude for teaching: Good speech, clear expression, agreeable voice, richness of vocabulary, imagination, rapidity and aptness of replies, good manners, ability to draw and sing, etc. The examination on aptitudes will be supplemented by a written and oral test.

The Bureau also states that no pupil can be registered in a secondary school of Argentina without having first having passed a medical examination. The examination is free and the pupil is expected to be accompanied by his parents. After the medical consultation, which includes radiography and dental, ophthalmological and clinical examinations, pupils in need of medical treatment are recommended to Public Health Dispensaries.

Highsmith Releases Statement on Teaching Bible

"There is no statute relating to the teaching of Religious Education or Bible in the public schools," said Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, in a recent statement prepared to answer inquiries from various persons on this topic.

"The teaching of Bible is not sponsored nor promoted by the State Department of Public Instruction, nor has any course of study on the teaching of Bible been issued by the Department," it is further pointed out in this statement.

"Credit may be allowed as an elective unit toward graduation if the person teaching the course is certified by the Division of Professional Service. Last year, 1945-46, there were 81 schools that offered courses in Bible, which were taken by 4,225 students.

"As a rule the establishment of courses in the teaching of Bible is sponsored by the local council of churches. In many instances this organization nominates the teacher, but the teacher is elected by the local school board and becomes a regular member of the faculty. Usually the full salary of the teacher of Bible is paid by the local sponsoring agency."

Legal aspects of the teaching of Bible in the public schools are covered in a ruling of the Attorney General accompanying the statement of Dr. Highsmith.

Music is Promoted by Mixed Chorus Concert

A mixed chorus concert was recently presented by the J. W. Cannon High School, Kannapolis, for the purpose of promoting the teaching of music and music appreciation. This program is an illustration of what can be done in this respect by high school students, stated J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction. The program, which follows, was under the direction of Miss Nellie Alexander, accompanied by Mrs. Delette Sibley, pianist, and Miss Elizabeth Bon Durant, violinist:

PROGRAMME

| | |
|---|--------------------|
| Holy Lord God..... | <i>Noble Cain</i> |
| Arise, O Lord..... | <i>Hoffmeister</i> |
| He Leadeth Me..... | <i>Hymn</i> |
| Jo Ann Kincaid, Soloist | |
| So's I Can Write My Name..... | <i>Noble Cain</i> |
| Girls Glee Club | |
| The Lost Chord..... | <i>Sullivan</i> |
| Martha Barnhardt, Soloist | |
| Entreat Me Not to Leave Thee | |
| <i>Don Vandenberg</i> | |
| On Great Lone Hills..... | <i>Sibelius</i> |
| Girls Glee Club, Romaine Brown, Soloist | |
| Bells Over Jordan..... | <i>Hamblen</i> |
| The Lord Is My Shepherd..... | <i>Noble Cain</i> |
| Now Let Every Tongue Adore Thee..... | <i>Stanford</i> |
| Lo, a Voice to Heaven Sounding..... | <i>Tchaikovsky</i> |
| Were You There?..... | <i>Spiritual</i> |
| I Was There When They Crucified My Lord | |
| <i>MacGimsey</i> | |
| Arbutus Morton | |
| Hallelujah Chorus (Messiah)..... | <i>Handel</i> |

Per Cent of Teachers Holding Class A Certificates Decrease

• The per cent of white classroom teachers in the 100 county units holding Class A Certificates or better decreased from 90.7 per cent in 1940-41 to 75.5 per cent in 1946-47, a recent study made by Dr. James E. Hillman of the Division of Professional Service, State Department of Public Instruction, shows. In city units the percentage decrease in the same respect was not as great, from 97.1 per cent to 95.1 per cent during the same period.

Tables showing the change in scholarship of white teachers during this six-year period are given below, with the units ranked on the basis of percentage of teachers holding Class A Certificates or better in 1946-47:

TABLE I

| Rank | County Units | Per Cent Holding Class A Certificates or Better | | Increase or Decrease |
|------|-----------------|---|---------|----------------------------|
| | | 1940-41 | 1946-47 | |
| 1 | New Hanover | 92.5 | 98.0 | + 5.5 |
| 2 | Wake | 93.0 | 95.6 | + 2.6 |
| 3 | Mecklenburg | 100.0 | 95.2 | - 4.8 |
| 4 | Henderson | 93.5 | 94.8 | + 1.3 |
| 5 | Buncombe | 100.0 | 93.5 | - 6.5 |
| 6 | Durham | 89.7 | 92.4 | + 2.7 |
| 7 | Guilford | 97.4 | 90.7 | - 6.7 |
| 8 | Northampton | 96.2 | 87.8 | - 8.4 |
| 9 | Alamance | 91.7 | 87.6 | - 4.1 |
| 10 | Forsyth | 100.0 | 86.2 | -13.8 |
| 11 | Rutherford | 98.9 | 86.0 | -12.9 |
| 12 | Davidson | 95.1 | 85.0 | -10.1 |
| 13 | Richmond | 100.0 | 83.9 | -15.5 |
| 14 | Perquimans | 83.9 | 84.4 | + .5 |
| 15 | Anson | 97.5 | 84.2 | -13.3 |
| 16 | Rowan | 100.0 | 83.9 | -16.1 |
| 17 | Davie | 90.6 | 83.0 | - 7.6 |
| 18 | Cabarrus | 99.4 | 82.9 | -16.5 |
| 19 | Alexander | 100.0 | 82.6 | -17.4 |
| 20 | Gaston | 95.7 | 82.5 | -13.2 |
| 21 | Harnett | 87.6 | 82.2 | - 5.4 |
| 22 | Scotland | 92.7 | 82.0 | -10.7 |
| 23 | Vance | 94.1 | 81.6 | -12.5 |
| 24 | Pasquotank | 91.7 | 80.6 | -11.1 |
| 25 | Person | 92.6 | 80.2 | -12.4 |
| 26 | Montgomery | 98.5 | 80.0 | -18.5 |
| 26 | Moore | 98.5 | 80.0 | -18.5 |
| 28 | Stanly | 98.0 | 79.7 | -18.3 |
| 29 | Cleveland | 88.3 | 79.4 | - 8.9 |
| 30 | Lee | 92.5 | 79.3 | -13.2 |
| 31 | Warren | 85.7 | 78.7 | - 7.0 |
| 32 | Granville | 90.0 | 78.6 | -11.4 |
| 33 | Wayne | 86.0 | 78.4 | - 7.6 |
| 34 | Catawba | 96.4 | 78.3 | -18.1 |
| 35 | Franklin | 93.4 | 78.2 | -15.2 |
| 36 | Johnson | 86.7 | 78.1 | - 8.6 |
| 37 | Watauga | 90.2 | 77.7 | -12.5 |
| 38 | Yadkin | 92.8 | 77.6 | -15.2 |
| 39 | Haywood | 88.8 | 77.4 | -11.4 |
| 40 | Tyrrell | 96.0 | 77.3 | -18.7 |
| 41 | Robeson | 96.1 | 77.1 | -19.0 |
| 42 | Wilson | 95.9 | 77.0 | -18.9 |
| 43 | Lenoir | 97.4 | 76.6 | -20.8 |
| 44 | Hoke | 97.2 | 76.5 | -20.7 |
| 45 | Chowan | 70.6 | 76.4 | + 5.8 |
| 46 | McDowell | 100.0 | 76.1 | -23.9 |
| 47 | Pitt | 92.7 | 75.6 | -17.1 |
| 48 | Orange | 100.0 | 75.3 | -24.7 |
| 49 | Greene | 91.1 | 75.0 | -16.1 |
| 49 | Hertford | 77.8 | 75.0 | - 2.8 |
| 49 | Pender | 85.9 | 75.0 | -10.9 |
| 52 | Nash | 91.8 | 74.7 | -17.1 |
| 53 | Cumberland | 92.3 | 74.6 | -17.7 |
| 54 | Swain | 92.4 | 74.1 | -18.3 |
| 55 | Martin | 90.3 | 73.4 | -16.9 |
| 56 | Iredell | 91.6 | 73.3 | -18.3 |
| 57 | Union | 95.2 | 72.9 | -22.3 |

TABLE I—Continued

| Rank | County Units | Per Cent Holding Class A Certificates or Better | | Increase or Decrease |
|---------|--------------|---|---------|----------------------|
| | | 1940-41 | 1946-47 | |
| 58 | Edgecombe | 90.4 | 72.7 | -17.7 |
| 59 | Rockingham | 93.4 | 72.2 | -21.2 |
| 60 | Onslow | 86.7 | 72.1 | -14.6 |
| 61 | Chatham | 90.4 | 72.0 | -18.4 |
| 62 | Transylvania | 78.9 | 71.8 | -7.1 |
| 63 | Carteret | 80.9 | 71.3 | -9.6 |
| 64 | Jackson | 78.9 | 71.1 | -7.8 |
| 65 | Surry | 87.6 | 70.9 | -16.7 |
| 66 | Beaufort | 100.0 | 70.2 | -29.8 |
| 67 | Caldwell | 95.2 | 69.2 | -26.0 |
| 68 | Macon | 79.2 | 68.0 | -11.2 |
| 69 | Stokes | 79.6 | 67.2 | -12.4 |
| 70 | Bladen | 100.0 | 66.9 | -33.1 |
| 71 | Madison | 69.8 | 66.0 | -3.8 |
| 72 | Jones | 82.6 | 65.1 | -17.5 |
| 73 | Wilkes | 85.3 | 65.1 | -20.2 |
| 74 | Polk | 80.4 | 64.8 | -15.6 |
| 75 | Duplin | 95.9 | 64.6 | -31.3 |
| 76 | Currituck | 100.0 | 64.3 | -35.7 |
| 77 | Halifax | 70.4 | 63.2 | -7.2 |
| 78 | Lincoln | 94.4 | 63.1 | -31.3 |
| 79 | Gates | 92.5 | 62.9 | -29.6 |
| 80 | Yancey | 63.4 | 62.5 | -.9 |
| 81 | Bertie | 84.2 | 62.2 | -22.0 |
| 82 | Columbus | 97.6 | 62.0 | -35.6 |
| 82 | Randolph | 86.9 | 62.0 | -24.9 |
| 84 | Mitchell | 74.2 | 61.2 | -13.0 |
| 85 | Burke | 100.0 | 60.7 | -39.3 |
| 86 | Sampson | 86.1 | 60.4 | -25.7 |
| 87 | Washington | 94.0 | 59.6 | -34.4 |
| 88 | Brunswick | 92.3 | 59.1 | -33.2 |
| 89 | Caswell | 91.6 | 58.8 | -32.8 |
| 90 | Alleghany | 56.1 | 55.9 | -.2 |
| 91 | Graham | 71.7 | 54.5 | -17.2 |
| 92 | Avery | 81.6 | 52.4 | -29.2 |
| 93 | Craven | 91.2 | 53.3 | -37.9 |
| 94 | Dare | 72.0 | 52.2 | -19.8 |
| 95 | Pamlico | 92.6 | 52.0 | -40.6 |
| 96 | Hyde | 76.7 | 50.0 | -26.7 |
| 97 | Ashe | 51.8 | 49.1 | -2.7 |
| 98 | Camden | 63.7 | 47.1 | -16.6 |
| 99 | Cherokee | 36.2 | 37.3 | + 1.1 |
| 100 | Clay | 48.8 | 30.0 | -18.8 |
| Average | | 90.3 | 75.5 | -14.8 |

TABLE II—CITY UNITS

| | | | | |
|----|----------------|-------|-------|-------|
| 1 | Fremont | 90.9 | 100.0 | + 9.1 |
| 1 | Greenville | 97.8 | 100.0 | + 2.2 |
| 1 | Hamlet | 100.0 | 100.0 | .0 |
| 1 | High Point | 100.0 | 100.0 | .0 |
| 1 | Lexington | 98.6 | 100.0 | + 1.4 |
| 1 | Morganton | 100.0 | 100.0 | .0 |
| 1 | Morven | 100.0 | 100.0 | .0 |
| 1 | Mt. Airy | 96.4 | 100.0 | + 3.6 |
| 1 | Southern Pines | 100.0 | 100.0 | .0 |
| 1 | Winston-Salem | 100.0 | 100.0 | .0 |
| 11 | Asheville | 99.5 | 99.4 | -.1 |
| 12 | Greensboro | 99.5 | 99.2 | -.3 |
| 13 | Hickory | 100.0 | 99.1 | -.9 |
| 14 | Raleigh | 100.0 | 99.0 | -1.0 |
| 15 | Rocky Mount | 97.8 | 98.9 | + 1.1 |
| 16 | Albemarle | 96.8 | 98.4 | + 1.6 |
| 16 | Charlotte | 99.2 | 98.4 | -.8 |
| 18 | Statesville | 96.5 | 98.3 | + 1.8 |
| 19 | Newton-Conover | 95.5 | 98.1 | + 2.6 |
| 20 | Gastonia | 99.2 | 98.0 | -1.2 |
| 20 | Henderson | 94.5 | 98.0 | + 3.5 |
| 22 | Kings Mountain | 97.6 | 97.8 | + .2 |
| 23 | Rockingham | 100.0 | 97.7 | -2.3 |
| 23 | Salisbury | 100.0 | 97.7 | -2.3 |
| 25 | Sanford | 100.0 | 97.6 | -2.4 |
| 26 | Tarboro | 89.2 | 97.3 | + 8.1 |

(Continued on page 10)

Intercultural Workshop To be Held at University

A Workshop in Human Resources and Intercultural Education will be held this summer, June 12-July 22, at the University of North Carolina, Chapel Hill, under the sponsorship of the Southeastern Division of the National Conference of Christians and Jews, it has been announced.

This workshop is being offered as a constructive part of the highly important job of improving human relations. It will seek to develop insight and craftsmanship in the teaching of human relations and in organizing group life in the school and community.

Teachers on all levels and in all areas will find this workshop helpful, but it will be of particular interest to teachers of the Social Studies, English, Science, Art, Music, and Home Economics.

A limited number of scholarships and fellowships are available for this workshop. Application for one of these should be made to Allyn P. Robinson, Regional Director of the National Conference of Christians and Jews, Box 1532, Raleigh, N. C.

For further information concerning the workshop, write to Guy B. Phillips, Director of the University Summer Session, Box 810, Chapel Hill, N. C.

Facts on Education Published

What is believed to be the first compilation of basic facts on education to be offered in a popular-priced (\$1.25) handy size, the SCHOOL-MAN'S ALMANAC FOR 1947, has just been issued by A. C. Croft, New York.

The new fact book contains a wide variety of school information gathered from private and government educational sources, together with analyses of special subjects prepared by editors of the Dispatch under direction of B. P. Brodinsky.

Among the features of the SCHOOL-MAN'S ALMANAC, described by its editors as "an annual book of facts to record the developments and progress of American education," are the following materials:

A calendar of significant educational events and meetings scheduled for the 1947 school year; a summary of the most important educational events for 1946 including the editors' selection of the 10 outstanding developments; tables on student enrollments, expenditures, teachers' salaries, school board membership and other school statistics; summaries of the major trends in the teaching of various subjects and in student activities; highlights on such major problems as the demand of teachers for more pay and the impact of ex-GIs upon crowded schools and colleges; Federal relations with education; national school contests in 1947; a list of chief state school officers, and other basic facts related to the structure, plans, policies and problems of the American school system.

STATE SCHOOL FACTS

CHARLES HARDEN MEBANE

Biographical

Charles Harden Mebane was born in Guilford County, October 27, 1862. He was the son of William Milton and Margaret Harden Mebane. He received his early education in the public and private schools of Guilford County and his college training from Catawba College, where he graduated with the A.B. degree. Upon graduation he became a member of the faculty of that institution.

In 1896 Mebane was elected to the office of State Superintendent of Public Instruction on the fusion ticket, Populists and Republicans, in which capacity he served a full term of four years. From 1900 to 1904 he was president of Catawba College. He resigned from this position in 1904 to become superintendent of the public schools of Catawba County, which office he occupied for another four years. For the next five years, from 1909 to 1913, Mebane was a member of State Supt. J. Y. Joyner's staff as loan fund agent.

Mebane took a course in law at the University of North Carolina in 1905 and was licensed to practice law in 1906 by the State Supreme Court. (The office of county superintendent was not a full-time job during these early years.) In 1914 and 1915, he was Judge of the Catawba County Recorder's Court.

In 1917 Mebane, who had been a member of the Board of Directors of the North Carolina Anti-saloon League, became State Director of the Prohibition Drive. He was one of the most earnest and active champions

certificates and to prepare examinations which the county supervisor (superintendent) would give to persons desiring to teach.

Under the law enacted by this General Assembly the county board of commissioners, the clerk of the Superior Court, and the register of deeds together elected "three men of their county, of good business qualifications and known to be in favor of public education, who shall constitute a county board of education." This board was empowered to elect a county supervisor of schools, who would be ex-officio secretary of the county board of education and perform duties concerning the schools. For his services the supervisor was paid between \$2.00 and \$3.00 a day for such days as he was actually engaged in the duties pertaining to his office.

The General Assembly of 1897 also passed a law entitled "An act to encourage local taxation for schools." This law made an appropriation of \$50,000 annually to the schools, but in order to participate in this fund the districts were required to vote a tax. The elections were held in August, 1897, but only 11 townships voted favorably. Sixty-three communities raised by voluntary subscription or donation an amount which was duplicated by the State Board.⁴

Mebane's First Report

Mebane's first biennial report, which is the most voluminous of any State Superintendent's report prior to and since his administration, contains much information, including his recommendations for improving the

8. In order to raise some money for public education, he recommended that the railroads be taxed. "A tax of three per cent on gross earnings next year," he said, "would amount to about \$360,000."

9. Mebane felt that the law passed in 1897 providing for local tax elections had been misunderstood. The results, only 11 townships having voted the tax, were not satisfactory; but he continued to advocate more local participation in the support of public education.

Some of the things Mebane wrote about this topic were the following: "I think we usually pay enough school tax to ease our consciences, and not enough to cause us any concern as to how it is spent and what results follow the expenditure."

"One reason then, why we should have special tax for schools is to create special interest for schools."

10. Mebane said that he was "slow to advise a compulsory attendance law," but when he noted that many children were kept out of schools by their parents that he thought the General Assembly should "give us some mild form of compulsory attendance to begin with."

11. He recommended that Civil Government be added to the list of subjects to be taught in the public schools.

12. "The most important thing the General Assembly of 1899 has to do is to legislate to increase the School Fund," Mebane stated. "The next act, in importance," he stated, "is to legislate so that we may have a wise expenditure of this fund." This quotation is from that section of his report where he advocates better supervision in the schools by the supervisor (superintendent).

13. Under "Thoughts by the Way"

ready voted special taxes. He didn't think that the colored normal schools were thorough in teaching the fundamentals and he again advocated three such schools instead of seven. He also repeated his recommendation that textbooks be adopted by the State Board of Examiners instead of by local boards.

As to finances Mebane stated, "We must have more money before we can ever hope to educate the great mass of our people." He again proposed taxing the railroads, this time five per cent on gross earnings, estimated to yield \$700,000 for the school fund. He repeated his recommendation for local taxes. "Local tax," he said, "is one way by which the brotherhood of man is forcibly brought before the public."

On compulsory education Mebane said, "I believe that it is right to force the people to pay taxes for schools, and that it is also right to force the children to receive the benefits of these taxes." He repeated his recommendation with reference to supervision, this time using the word "superintendent" since the title of the office had been changed.

Mebane, according to his report, had the support of many groups, including the press, the ministers, and the teachers, in his efforts to improve the public schools. The politician, too, he said, "is a great friend (?) of public education. . . . All of this is encouraging, because we know when the politician is in favor of public education that the people are in favor of public education."

To provide for the operation of a four-months school term by county taxes which the Supreme Court, in the Sampson County case,⁵ had decided could not be levied beyond the constitutional limitation, Mebane sug-

gested that at least four months each year should be devoted to school work. It was during Mebane's administration that the State Board of Examiners was established for public schools. Mebane

Mebane reviewed the work of the State Board of Examiners and recommended that the board be reorganized. He said, "It has been one of my special objects," he said, "to remove the office of the State Board of Examiners from the State House to the State Capitol building."

after became editor of this paper, which was later consolidated with the Newton Enterprise. He was editor of the Catawba News-Enterprise when he died on December 16, 1926. According to the Raleigh News and Observer, "Mr. Mebane was an energetic and successful editor, always taking a moral question."

In the last 30 years of his life he had been a director (trustee) of the North Carolina College for Women, now Woman's College.

As State Superintendent

Although his term as State Superintendent occurred during a very trying period of the State's history, Mebane put educational matters above party politics and with the aid of the newspapers conducted a campaign to improve the educational facilities of the State. According to Hamilton,² "He was a live wire. He ignored precedents and refused to recognize difficulties."

When Mebane came into office county boards of education and county superintendents had been abolished (law of 1895). The county commissioners attended to all school matters, the clerk acting as superintendent. Examiners appointed by the clerks for a fee gave examinations to those persons desiring to teach in the public schools.

The General Assembly of 1897³ changed this system of local administration of the schools to one more like that which prevailed prior to 1895. This General Assembly also provided for some uniformity in the certification of teachers by giving the State Board of Education authority to appoint a State Board of Examiners comprising three professional teachers and the State Superintendent as chairman. The following three men, in addition to Mebane, comprised this first Board: W. L. Poteat, Wake Forest College; L. L. Hobbs, Guilford College; and M. C. S. Noble, of the University. Later J. A. Campbell, of Bute's Creek Academy, succeeded Poteat.

This Board was authorized to prepare "a course of reading and professional study for teachers" and an outline of methods of teaching and school government. This Board also had power to grant first grade life

tional institutions, copies of examinations prepared by the State Board of Examiners, the course of study also prepared by this Board, and much other historical information relating to the "State Colleges and Institutions, Denominational Colleges, High Schools and Academies of North Carolina."

Some of the recommendations made by Superintendent Mebane were the following:

1. That the Board of Examiners be kept and its powers increased.
2. That county boards of education be required to publish an itemized statement of receipts and disbursements, and that the treasurer of the school fund be elected by the county board of education.
3. That no man be eligible to the office of county supervisor (superintendent) unless he is a graduate from some college, or has passed an examination for a life certificate. "The public schools," he said, "have been in the galling grasp of the courthouse politicians for 20 years in some of the counties."
4. "No man should be eligible to the office of School Committee unless he can write his name, is qualified to do ordinary business, and is known to be in favor of public education." He wanted the best men that could be found for the school committee, "whether they be Democrats, Republicans or Populists."
5. Mebane made a number of suggestions with reference to the township organization of schools and the duties of the township committee. He thought there would be less personal favoritism in the employment of teachers, and that the best teachers would be employed.
6. He was not satisfied with the work done in the colored normal schools; he recommended that the number be reduced from seven to three and that the Board of Examiners have general management over them instead of the State Board of Education.
7. The adoption of textbooks was a subject discussed fully by Superintendent Mebane. He recommended adoption by the Board of Examiners rather than by the local boards, largely on the grounds that it would save money.

and the "Relation of this Office to Private Schools and Denominational Colleges."

"It has been one of my special objects," he said, "to remove the office and its duties as far as possible from partisan politics. To this end I have taken no active part in any political campaigns."

"I have endeavored to create a closer sympathy and common interest on the part of these schools and colleges," he said, in speaking of the relation of the Superintendent's office to private schools and colleges.

Finally, in this first report Mebane commended Dr. Kemp P. Battle of the University for writing certain historical sketches which were included in the report, and reminded the members of the General Assembly that "What may be accomplished within the next two years will largely depend upon you."

Second Report

Mebane's second biennial report was similar to his first, though only about half as large. He reported on the situation that existed and made recommendations as to how the cause of education might be advanced. He reported much of what had been advocated in his first report, but in so doing he tried to make his recommendations stronger.

He emphasized the need of good men for county superintendents, and he forcefully advocated higher pay for these officials. "What think ye, gentlemen of the Legislature," he wrote, "of the metropolitan County (Wake) of North Carolina paying its County Superintendent \$128, . . . We want the best brain and the best talent to be had in this work of the County Superintendent, and we must pay for it if we get it, and we may as well recognize this fact, and quit our foolishness about this public school work, in its various departments."

Mebane thought we should abolish either the township trustee or school committee. He favored the township as the unit, with persons in favor of public education and public taxes for schools as trustees. He was against the divided school term. He thought the Legislature of 1899 made a serious mistake in repealing the acts under which certain townships had al-

schools at least four months each year."

It was during Mebane's administration that the first \$100,000 was appropriated for public schools. Mebane prepared the bill to appropriate this money and it was introduced by Senator McIntyre of Robeson County. This is considered by educational historians as the beginning of State aid for public education in North Carolina, even though the public schools had begun in 1839 with aid from the State Literary Fund and a small amount had been used to match local taxes and subscriptions in accordance with the 1897 law, since this was the beginning of appropriations from the General Fund which succeeding Legislatures have continued to make, until now such appropriations exceed \$50,000,000 annually.

In closing this report, Mebane, knowing that his term of office was about over, since the Democrats had been voted back into power, made an appeal to the General Assembly of 1901 to legislate for the future welfare of the boys and girls of this State. "Finally," he said, "for four years I have tried to do my duty to the children of this State, but how little it seems to me, I have accomplished; but I shall not worry about results, if the future historian can truly write of me, 'He was faithful to the trust imposed upon him, and did what he could for the welfare of the children.'"

In addition to his account of the conditions of the schools and his recommendations for their improvement, Mebane included much other information in this report, including circular letters to the superintendents, a list of private schools, a report of the Peabody Foundation Fund, statistics, normal schools, examination questions, list of county school officials, decisions of the Supreme Court, a number of articles prepared by Dr. Kemp P. Battle, and a section on the higher institutions of the State.

¹ News and Observer, December 16, 1926.

² Hamilton: *History of North Carolina*, Vol. III, p. 365.

³ Public Laws of 1897, c. 108.

⁴ Knight: *Public Education in North Carolina*, p. 325.
⁵ *Barksdale vs. Commissioners of Sampson County*, 83 N. C. 472.

TABLE II—Continued

| Rank | City Units | Per Cent Holding Class A Certificates or Better | | Increase or Decrease |
|---------|------------------|---|---------|----------------------------|
| | | 1940-41 | 1946-47 | |
| 27 | Durham | 95.6 | 97.1 | + 1.5 |
| 27 | Thomasville | 94.1 | 97.1 | + 3.0 |
| 29 | Burlington | 100.0 | 96.8 | — 3.2 |
| 30 | Chapel Hill | 100.0 | 96.6 | — 3.4 |
| 30 | Kinston | 93.6 | 96.6 | + 3.0 |
| 32 | North Wilkesboro | 96.4 | 96.4 | .0 |
| 33 | Mooreville | 97.6 | 96.2 | — 1.4 |
| 34 | Wilson | 97.4 | 96.1 | — 1.3 |
| 35 | Kannapolis | 100.0 | 96.0 | — 4.0 |
| 35 | Monroe | 92.3 | 96.0 | + 3.7 |
| 35 | Oxford | 89.1 | 96.0 | + 6.9 |
| 38 | Shelby | 98.6 | 95.7 | — 2.9 |
| 39 | Concord | 100.0 | 95.5 | — 4.5 |
| 40 | Laurinburg | 97.2 | 95.2 | — 2.0 |
| 41 | Franklinton | 94.7 | 95.0 | + .3 |
| 42 | Elizabeth City | 100.0 | 94.6 | — 5.4 |
| 42 | Goldsboro | 90.3 | 94.6 | + 4.3 |
| 44 | Wadesboro | 100.0 | 94.1 | — 5.9 |
| 45 | Clinton | 100.0 | 93.3 | — 6.7 |
| 45 | Fairmont | 100.0 | 93.3 | — 6.7 |
| 45 | Red Springs | 100.0 | 93.3 | — 6.7 |
| 48 | Fayetteville | 91.9 | 93.2 | + 1.3 |
| 49 | Lumberton | 94.2 | 92.9 | — 1.3 |
| 50 | Roanoke Rapids | 98.6 | 92.4 | — 6.2 |
| 51 | Hendersonville | 97.1 | 92.1 | — 5.0 |
| 51 | Lincolnton | 100.0 | 92.1 | — 7.9 |
| 53 | New Bern | 100.0 | 92.0 | — 8.0 |
| 53 | Washington | 98.1 | 92.0 | — 6.1 |
| 55 | Pinehurst | 100.0 | 91.7 | — 8.3 |
| 56 | Lenoir | 94.2 | 90.4 | — 3.8 |
| 57 | Asheboro | 100.0 | 89.4 | — 10.6 |
| 58 | Marion | 98.4 | 89.1 | — 9.3 |
| 59 | Reidsville | 92.2 | 88.7 | — 3.5 |
| 60 | Edenton | 72.0 | 88.5 | + 16.5 |
| 61 | Cherryville | 100.0 | 87.9 | — 12.1 |
| 62 | Canton | 96.3 | 86.1 | — 10.2 |
| 63 | Tryon | 82.4 | 81.0 | — 1.4 |
| 64 | Madison | 95.5 | 79.2 | — 16.3 |
| 65 | Elm City | 88.5 | 77.8 | — 10.7 |
| 65 | Weldon | 87.5 | 77.8 | — 9.7 |
| 67 | Whiteville | 94.6 | 76.1 | — 18.5 |
| 68 | Leaksville | 90.0 | 75.0 | — 15.0 |
| 69 | Glen Alphonse | 88.0 | 65.4 | — 22.6 |
| 70 | Murphy | 81.1 | 64.9 | — 16.2 |
| 71 | Andrews | 80.0 | 45.9 | — 34.1 |
| Average | | 97.1 | 95.1 | — 2.0 |

Soundfilm Teaches Origins of Writing

"The 26 Old Characters," is the title of a new educational-informational sound motion picture produced by The Jam Handy Organization now being released to schools, colleges and other interested cultural groups free of charge. This film visualizes and explains the origins of writing, beginning with picture writings and drawings on prehistoric cave walls, and tracing the development of writing down to the present day. The picture is free of advertising, and is a contribution to American education by its sponsors, the W. A. Sheaffer Pen Company. It is loaned in 16 mm., two reels in length, with a running screen time of approximately 20 minutes. For details concerning the free loan of this subject write to The Jam Handy Organization, 2821 E. Grand Blvd., Detroit, Mich.

U.S.C. Announces Workshop In Intercultural Education

The University of Southern California announces its second summer Workshop in Intercultural Education from June 23 to August 1, 1947. The Workshop carries six units of graduate credit, and includes a lecture series, Sociology 192, entitled *Racial and Cultural Tensions in America*. The Workshop activities will center about the individual and group problems of the members. Resource leaders from the university staff and the community will serve when needed.

Only through early application can the staff provide maximum assistance to each individual member. Membership in the Workshop is limited to forty. Application should be made to Mrs. Jane Hood, School of Education, The University of Southern California, Los Angeles 7, California, not later than May 15.

Senate Education Subcommittee Named

A Subcommittee of the Senate Committee on Labor and Public Welfare has been named recently to study and report on school bills now pending in Congress. This Subcommittee will, it is thought, begin consideration of S 472 and other federal aid bills within the near future.

Chairman of this new group is Senator George D. Aiken (R-Vt.). Other members are Senators H. Alexander Smith (R-N. J.), Forrest C. Donnell (R-Mo.), Irving M. Ives (R-N. Y.), Lester Hill (D-Ala.), and Allen J. Ellender (D-La.). Of the seven, four are among the co-sponsors of S 472, the federal aid bill which has the endorsement of the N.E.A. and other educational organizations and leaders.

General Assembly Passes Resolution Favoring Federal Aid for Education

The following resolution favoring federal aid for education was passed by the North Carolina Assembly on February 21, 1947:

A joint resolution memorializing the North Carolina Members of Congress to support a program providing federal funds for equalizing educational opportunities in the public schools of the nation, without federal control.

Whereas, there are wide differences in the ability of the states to finance an adequate educational program because of a lack of funds as indicated by wide differences in per capita wealth and income between the several states; and

Whereas, the public welfare of the nation demands that there be equality of educational opportunity among the sovereign states; and

Whereas, the Federal Government only through its power of taxation can equalize the abilities of the states to finance their programs of education and to provide within the states the equality of educational opportunity which the national welfare demands without federal control.

NOW, THEREFORE, BE IT RESOLVED by the House of Representatives, the Senate concurring:

Section 1. That the North Carolina members in Congress be, and they hereby are, requested to lend support to legislation which would give the several states the money necessary to equalize educational opportunities up to a desirable standard without federal control, by which the Federal Government can make possible a guarantee of financial support which will help to meet the educational crisis in the several states and provide a minimum educational opportunity for all its citizens, regardless of the local limitations of wealth.

Section 2. That this Resolution shall be in full force and effect from and after its ratification.

Board Approves Special Elections

Special tax elections for operating the public schools on a higher standard than that provided by State funds were approved by the State Board of Education in the following units at a meeting held March 7: Northampton County, 15 cents; Leaksville, 30 cents.

State May Transport Pupils To Private Schools U. S. Supreme Court Rules

Payment of transportation by a state for students attending non-profit private schools was held to be constitutional by the United States Supreme Court in a 5-to-4 decision on February 10.

The case considered by the court arose in New Jersey over a state law permitting district school boards to reimburse for transportation costs the parents of children "living remote from any schoolhouse" who attend public and other schools, except those operated for profit.

In handing down the majority opinion, Justice Black noted that the case was based fundamentally on whether the New Jersey law violated the due process clause of the Fourteenth Amendment by taxing the private property of some persons and bestowing the money upon others for private use, and the First Amendment by permitting the use of public funds to be used for the support of religion.

The majority held that the disputed law amounted to public welfare legislation and that no person could be barred from such benefits because of his religion. The opinion declared that if the due process argument were valid, "a state's power to legislate for the public welfare might be seriously curtailed."

In relation to the First Amendment, Justice Black wrote that the majority could not say the amendment "prohibits New Jersey from spending tax-raised funds to pay the bus fares of parochial schools as a part of a general program under which it pays the fares of pupils attending public and other schools. The First Amendment has erected a wall between church and state. The wall must be kept high and impregnable. We could not approve the slightest breach. New Jersey has not breached it here."

The minority opinion given by Justice Rutledge held that the First Amendment forbids "every form of public aid or support for religion . . ." and that it is "no more unjust or discriminatory to deny attendants at religious schools the cost of transportation than it is to deny them tuitions, subsistence for their teachers, or any other educational expense which others receive at public cost."

Sharing in the majority opinion were Chief Justice Vinson, and Justices Black, Reed, Douglas, and Murphy. Those who dissented were: Justices Rutledge, Frankfurter, Jackson and Burton.

Iowa Has Best Educated Citizens, 1940 Census Shows

• Iowa has the fewest percentage of adults over 25 years old who had not completed more than four years of school, the 1940 Census shows. Ranking 43rd among the states and the District of Columbia, 26.2 per cent of North Carolina's population within this age group had not completed more than four years in 1940. The average in this respect for the nation was 13.57 per cent.

The following table shows the percentages in the various states and their rank:

| | | | |
|-------------------------|------|-------------------|------|
| 1 Iowa | 4.1 | 25 Missouri | 10.3 |
| 2 Oregon | 5.2 | 26 North Dakota | 10.8 |
| 2 Idaho | 5.2 | 27 Connecticut | 11.2 |
| 4 Utah | 5.5 | 28 New Jersey | 12.0 |
| 5 Washington | 5.9 | 29 New York | 12.1 |
| 6 Nebraska | 6.0 | 30 Pennsylvania | 12.3 |
| 7 Kansas | 6.1 | 31 Delaware | 12.9 |
| 7 Vermont | 6.1 | 32 Oklahoma | 13.5 |
| 9 Wyoming | 7.1 | 33 Rhode Island | 13.7 |
| 10 South Dakota | 7.2 | 34 Maryland | 15.3 |
| 11 Montana | 7.4 | 35 West Virginia | 16.5 |
| 11 Maine | 7.4 | 36 Florida | 18.5 |
| 13 Minnesota | 7.5 | 37 Texas | 18.8 |
| 14 Indiana | 7.7 | 38 Arizona | 19.4 |
| 15 California | 8.1 | 39 Kentucky | 20.2 |
| 15 New Hampshire | 8.1 | 40 Tennessee | 21.7 |
| 17 District of Columbia | 8.2 | 41 Arkansas | 23.1 |
| 18 Ohio | 8.4 | 42 Virginia | 23.2 |
| 19 Nevada | 8.8 | 43 North Carolina | 26.2 |
| 20 Colorado | 9.0 | 44 New Mexico | 27.3 |
| 21 Wisconsin | 9.4 | 45 Alabama | 28.9 |
| 22 Illinois | 9.6 | 46 Georgia | 30.1 |
| 23 Massachusetts | 10.1 | 47 Mississippi | 30.2 |
| 24 Michigan | 10.2 | 48 South Carolina | 34.7 |
| | | 49 Louisiana | 35.7 |

Number of Industrial Plants Increase

Despite the many complaints that the present tax laws of North Carolina impede the establishment of new industrial plants in the State, it is learned from the Department of Conservation and Development that between January 1, 1945 and December 31, 1946 the number of new, pending and expanded plants was 1,228, representing an investment of \$189,793,500.

These additions, it is learned, are estimated to provide 80,982 new jobs with an annual pay roll of \$123,574,616. Most of these plants are small and home financed, only two of the number established within the past six months will employ more than 250 workers.

North Carolina Leads in Number of Negro High Schools Approved by Southern Association

With 25 approved schools, North Carolina leads the South in the number of Negro high schools approved by the Southern Association of Colleges and Secondary Schools. Georgia has 18, Texas 15, Kentucky 13, Alabama 11, Mississippi 8, South Carolina, Tennessee and Virginia 7 each, and Louisiana and Florida 6 each. These numbers include both public and private schools; but there are very few private schools of this kind, only three in North Carolina.

Students Can Save

According to a nationwide survey by the Research Department of Richards Topical Encyclopedia, 82 per cent of teen-age boys and 61 per cent of the girls are earning money. Over 40 per cent of the teen-agers in the country receive \$1 to \$10 weekly allowances from their parents. These young people spend a lot, but more than 58 per cent are regular savers.

1947 Travel Tours For Teachers Announced

The N.E.A. Travel Service announces tours to three areas in its 1947 program: To New England and Canada by bus, to the West Indies by air and boat, and to Mexico over the Pan American Highway and by air from Los Angeles.

Features of the tours include orientation sessions on customs and geography of countries to be visited, and conferences with teachers in the host countries to work out ways of promoting international understanding.

All members of the N.E.A. are eligible for tours regardless of race or religion. One adult member of the immediate family of a tour member may go along if space permits on a particular tour.

The Travel Service, 1201 16th St., N. W., Washington 6, D. C., will supply information for articles about the tours, as well as glossy photos of points to be visited.

Bill of Rights for Teachers Written

● A Bill of Rights for Teachers has been written recently by Professor Raleigh Schorling of the University of Michigan's School of Education. It is being reprinted below with his permission:

1. The right to teach classes that are not too large—in general, from ten to twenty pupils.

2. The right to have time in the school day for planning.

In general, the instructors in the schools of the armed forces had at least one hour to plan and to prepare for each hour of teaching. Teachers need to plan with their pupils and with supervisors, parents, and other teachers. Planning is not possible if there is little or no time for planning, and if the people concerned cannot find the time to meet.

3. The right of a 45-hour week.

In general, the teachers' week should include 15 hours of teaching, 15 hours of planning and pupil guidance, and 15 hours devoted to sponsoring extra curricular activities, participating in community activities, and grading pupils' written work.

A teacher's extra work—grading papers, planning, and visits to homes—cannot be left on the desk at the end of the school day. No one knows the average number of hours per week for all teachers, but it is probably much closer to 70 hours a week than 45.

4. The right to an adequate amount of helpful and constructive supervision.

5. The right to adequate compensation for the full year of 52 weeks.

Teachers should be paid on a twelve-months basis with a month's vacation each year allowed with pay.

6. The right to have good materials and enough of them.

The disposition of society toward the cost of educating for living in a peaceful world presents a sharp contrast with the attitude toward the expense of training for combat.

Too often a teacher is expected to perform miracles, without the materials needed for effective work. Of especial importance are such audio-visual materials as are genuinely useful and readily available.

7. The right to work in a room that, with the help of the students, can be made pleasant and appropriate to the task to be learned.

8. The right to the same personal liberties which other respectable citizens assume for themselves as a matter of course.

A community may well expect decency and idealism of its teachers, but it has no right to scrutinize every petty detail of their personal lives. No group of intelligent citizens in other occupations and professions would want every detail of their personal lives supervised. Teachers are human beings and should be treated as such.

9. The right to an internship.

The solution to the problem of the beginning teacher is the idea of internship. This idea, so vital in medical education, has long been advocated in teacher education and is generally approved, but seldom found in practice.

10. The right to a realistic program of inservice education.

By inservice education is meant training on the job. The experienced teacher from time to time needs to revise materials and methods. The inservice program should be geared to a competent department of research that will keep materials and techniques up-to-date without too much grief and waste of effort.

11. The right to participate in modifying the curriculum and methods and in formulating school policies.

12. The right to keep from being lost in the profession.

Many excellent teachers are lost in the vast numbers who, with relatively little ability, training, and experience, come and go. There is no systematic provision for continued recognition of growth in the service. All are teachers! There is little differentiation that recognizes competence or length of service except by meager annual increments in salary.

Precautions Suggested in Combating Infantile Paralysis

Since summer is the chief danger period of infantile paralysis, the schools can help in combatting the efforts of this dread disease by furnishing the correct information to children and parents if it should come to their communities.

Certain precautions are issued by the National Foundation for Infantile Paralysis as an aid in preventing or lessening the effects of this disease. It is suggested that teachers and principals make these precautions known to the children and parents:

1. Call your doctor immediately when symptoms appear—headache, nausea, a cold, upset stomach, muscle soreness or stiffness, unexplained fever.

2. Avoid new contacts. Try not to mingle with crowds.

3. Don't get over tired. Extreme fatigue makes you an easier victim.

4. Avoid chilling. Don't stay long in very cold water.

5. Don't swim in polluted waters.

6. Keep clean.

7. Consult your doctor about mouth surgery during epidemic months.

8. Don't worry about expense, if the doctor says it's polio. Get in touch with the Chapter of the National Foundation for Infantile Paralysis nearest your home.

9. Be guided by sound medical advice. Good medical care may prevent or correct some deformities.

10. Keep your head. Carry on your normal activities. Your fear or panic will only make it harder for the child.

Committee Defeats Bill to Change School Entrance Age

By a 12-to-11 vote the House Education Committee defeated the bill to allow children to enter school if they become six years of age by November 1 of the year in which they enroll instead of October 1, as, the present law provided. The measure was killed largely on the basis of the argument that many more teachers would be needed.

Girls Outnumber Boys in Public High Schools

Although the enrollment of boys and girls in the elementary schools (grades 1-8) of the State is about equal (50.8 per cent boys; 49.2 per cent girls), the number of girls in the high schools (grades 9-12) greatly exceeds the number of boys, the percentage being 42.1 per cent boys and 57.9 per cent girls. These figures were ascertained recently by H. C. West, Statistician for the State Department of Public Instruction, from county and city superintendent reports for the school year 1945-46.

This division of high school enrollment as to boys and girls is slightly better than what it was two years ago, Mr. West states, when the percentages were 41.4 and 58.6, respectively, for boys and girls. The total high school enrollment for the State was 133,771 in 1945-46, only a few more than 133,650 in 1943-44.

In all public schools, Mr. West's tabulation shows, there were 823,119 children, divided approximately equal as to boys and girls (49.4 per cent boys and 50.6 per cent girls).

In the nation as a whole for the year 1943-44, the latest for which statistics are available, the percentage of graduates from public high schools on the basis of sex was 41.3 boys and 58.7 girls. This compared with percentages from North Carolina public high schools of 34.8 boys and 65.2 girls. This being one of the war years accounts for the wide difference this year. In 1941-42 the graduates from North Carolina high schools were divided according to percentage of sex into 39.9 per cent boys and 60.1 per cent girls.

The figures compiled by Mr. West show further that the differences as to boys and girls are greater for Negroes than for white children. Total white enrollment of 570,853 was divided 50.1 per cent boys and 49.9 per cent girls, whereas the Negro enrollment in all schools was 47.8 per cent boys and 52.2 per cent girls. In the high schools where the differences are greater, white enrollment of 103,747 was 44.1 per cent boys and 55.9 per cent girls, whereas the Negro enrollment of 30,024 was 35.2 per cent boys and 64.8 per cent girls.

N.C.E.A. Legislative Committee Gives Status of Bills

The following report on the status of bills pertaining to public education introduced at this year's session of the General Assembly was prepared by the Legislative Committee of the North Carolina Education Association:

HOUSE BILLS

HB 2. Teachers salaries. In Appropriation Committee.

HB 14. Emergency salaries. See SB 11.

HB 23. Appropriations Bill. Passed both Houses.

HB 24. Appropriations for permanent improvements. In Appropriations Committee.

HB 73. Free tuition for four years. In Higher Education.

HB 90. Free summer school tuition. In Higher Education.

HB 118. Grants-in-aid for buildings. Favorable report by Education Committee; now in Appropriations.

HB 137. Enrollment age of children. Unfavorable report.

HB 155. Prohibits carnivals on school grounds. Tabled.

HB 163. Age of school bus drivers. Unfavorable.

HB 164. Salary of school bus drivers. Unfavorable.

HB 194. Salary schedule for teachers. Unfavorable.

HB 202. Sick leave for teachers. Committee substitute adopted and referred to Appropriations Committee.

HB 240. Memorializing Congress for Federal Aid. Enrolled and Ratified.

HB 262. Permissive age of retirement. Unfavorable.

HB 279. Retirement for N.C.E.A. staff members. Tabled.

HB 281. Retirement membership limitations. Passed House; favorable report by Senate Committee.

HB 282. Retirement Bill. Passed House; now in Senate Committee.

HB 336. Merit Rating Commission. In Education Committee.

HB 337. Physical examination for school employees. Passed both Houses.

HB 342. Compulsory attendance for deaf and blind. Passed both Houses.

HB 417. Sick leave. Unfavorable report; see HB 202.

HB 478. Increment for teachers attending summer school. In Higher Education.

SENATE BILLS

SB 11. Supplemental Appropriations Bill, same as HB 14. Conference Committee report adopted.

SB 12. Same as HB 23 which passed both Houses. In Appropriations Committee.

SB 13. Same as HB 24. In Appropriations Committee.

SB 31. Salaries in 12 monthly installments. Unfavorable.

SB 36. Income Tax reduction for summer school expenses. In Finance Committee.

State Aid to Public Education Increased

● State appropriations for all public school purposes, except for the purchase of school busses, were increased by the General Assembly of 1947, as the accompanying table shows.

The appropriation for the support of the nine months school term for 1947-48 was \$13,033,115, or 28.4 per cent, more than the estimated expenditure for the current year. This appropriation provides for a twenty per cent increase in the salaries of all personnel except teachers whose salaries including increments will be thirty per cent greater.

Appropriations for other purposes likewise were intended to be sufficient to raise the salaries of all employees twenty per cent.

STATE APPROPRIATIONS FOR PUBLIC EDUCATION (Including State Administration)

| | 1946-47 Est. Exp. | 1947-48 | 1948-49 |
|--|----------------------|--------------|--------------|
| 1. Support of Nine Months Schools..... | \$45,922,609 | \$58,955,724 | \$60,412,957 |
| 2. State Board of Education..... | 96,755 | 110,770 | 109,220 |
| 3. Vocational Education..... | 1,369,729 | 1,523,763 | 1,523,763 |
| 4. Purchase of Free Textbooks..... | 305,000 | 820,000 | 739,348 |
| 5. Vocational Textile Training School..... | 10,280 | 40,417 | 12,872 |
| 6. Purchase of School Busses..... | 2,255,060 | 2,109,500 | 1,740,000 |
| 7. Dept. of Public Instruction..... | 134,875 | 170,780 | 170,385 |

SB 55. Grants-in-aid for buildings. In Appropriations Committee.

SB 101. Admission to school for blind and deaf. Passed both Houses.

SB 104. Same as HB 194. Unfavorable report.

SB 115. Sanitary school facilities. In Public Health Committee.

SB 119. Membership in retirement system. In Appropriations Committee.

SB 135. Prior service for veterans. In Appropriations Committee.

Temple University Sponsors Reading Institute

The Reading Clinic Staff, Department of Psychology, Temple University, will again sponsor an annual Institute on Developmental Reading. This is scheduled for one week, beginning on June 23rd and ending on June 27th.

Beginning with the 1947 Reading Clinic Institutes, a three-year *evaluation* program has been initiated. For 1947, the emphasis will be placed on the *integrated language arts* approach to the reading problem; for 1948, the *content area* approach; for 1949, the *semantic, or meaning*, approach.

Dr. William S. Gray and other nationally known specialists have been added to the institute faculty. Seminars, demonstrations, and evaluations will be made by well-known specialists in reading and related fields. By setting up a three-year program of emphasis, it is possible to make better use of visiting specialists.

Enrollment is limited by advance registration. This must be confirmed prior to the institute. For a copy of the program and other information regarding this institute, write to Dr. Emmett Albert Betts, Director of the Reading Clinic, Temple University, Philadelphia 22, Pennsylvania.

Miss Wetherington Takes Part in National Meetings

Miss Julia Wetherington, Associate of the State Department of Public Instruction, took part in three meetings recently held in Chicago.

On March 22, at a meeting of State Directors of Elementary Education, Miss Wetherington served as Chairman of a group studying "School Housing and Facilities for a Desirable Educational Program." This was one of six problems studied at this conference.

On the same date Miss Wetherington appeared on a panel at a meeting of the National Council of Elementary Science. The panel topic was: Some of the Most Effective Methods of Instruction in Elementary Science.

On March 25 Miss Wetherington appeared on a panel conducted by the Association for Supervision and Curriculum Development. This panel discussed: What Science Understandings Must Boys and Girls of Our Day Have?

Former Superintendent Dies

S. G. Hasty, who had retired as superintendent of the Rowan County schools in 1945, died Saturday, March 1, at the age of 72 years. Before he became head of the Rowan school system in 1930, Mr. Hasty was superintendent of the Davidson County schools to which post he had gone in 1918. Prior to that he was a principal of the Cleveland school in that county.

Mr. Hasty was a graduate of Wake Forest College and he had a master's degree from Columbia University.

During his term as county superintendent in both Davidson and Rowan Counties, he had been instrumental in making many school consolidations. One of the schools in Davidson County was named in his honor.

New American Citizens Handbook Now Available

A new edition of the American Citizens Handbook, prepared for use in connection with National Citizenship Day which comes the third Sunday in May each year, is now available. It is known as the United Nations Edition and is nearly twice the size of former printings. Beyond the material in other editions it contains the full texts of the United Nations Charter and the UNESCO Constitution, A Message to Garcia, the Tenth Generation, Seven Adventures in Pioneering, Social-Economic Goals for America, and a Golden Treasury for the Citizen.

The Hall of Fame, containing the portraits and biographical sketches of 77 great leaders in American life has been brought up-to-date. Other material includes the great charters of American liberty all the way from the Magna Charta and the Declaration of Independence down through the Constitution and the Children's Charter. The Citizens Reading; What Everyone Should Know About Law; Parliamentary Law; and Patriotic Pilgrimages will prove especially useful. This 640-page book is valuable as a present to young people, especially veterans. It is much treasured by members of school boards and legislatures and other workers who are often called upon to write or make speeches.

Order from the National Educational Association, 1201 Sixteenth Street, Northwest, Washington 6, D. C., \$2 per copy with the usual N.E.A. discounts for quantity orders.

United Nations Information Available to Schools

As a means of helping to promote international understanding by the schools of this country, the United Nations through its Educational Services Section, a part of its Department of Public Information, has set up the following services to schools and other educational groups:

1. Provides sample study materials, background papers, reprints of articles from the *Bulletin*, lists of delegations and representatives to the various bodies of the United Nations as well as to its commissions and committees, charts and other visual aids, and similar information.

2. Answers letters from teachers and students requesting special information and materials, suggestions for forums and panels, etc.

3. Arranges for school groups to attend meetings of United Nations bodies, as well as for guided tours of the Secretariat Headquarters, special briefings on United Nations activities, etc.

4. Helps educational magazines and writers of booklets and articles on the United Nations destined for schools in checking facts and presentation of facts.

"Overwhelming Majority" of Teachers Patriotic, Says New York Times

Despite the occasional charge that teachers are communistic or engaged in subversive activities the evidence collected in the *New York Times* survey would indicate that the overwhelming majority of teachers are patriotic, conscientious American citizens. School leaders, principals, superintendents, and education commissioners report that subversive activity in the nation's schools is so small as to be negligible. But the fact remains that there is grave discontent which, unless checked, can turn into unwholesome channels. That would spell trouble for the American system of public education.—*Benjamin Fine*, Education Editor, *New York Times*, in the first of a series of 12 articles beginning February 10, 1947, based on a six months nationwide survey of the school crisis.

New Hanover High School Faculty Write Booklet on School Problems and Services

"Education for Living in a Changing World Community" is the title of a 71-page mimeographed booklet written recently by the faculty and principal of the New Hanover High School. This booklet points out the many problems facing modern youth, the challenges that the secondary school faces in meeting these various problems, and then gives the contributions and services rendered by the New Hanover High School, closing with plans for a wider social outlook and for more effective postwar education.

According to State Supt. Clyde A. Erwin, "the booklet is well written; but more important, it is documentary evidence of what a large high school can do in meeting the challenges of education in a modern world. The youth of New Hanover High School are indeed fortunate in having the broad program of services that this booklet indicates is available, and the fine faculty who are alert to the needs of present day boys and girls."

House Education Subcommittee Named

The House Committee on Education and Labor has named the following as members of its subcommittee on education: Edward O. McCowen (R.-O.), Chairman; Landis (R.-Ind.), Schwabe (R.-Mo.), Gwinn (R.-N. Y.), Brehm (R.-O.), Owens (R.-Ill.), Kearne (R.-Pa.), Lesinski (D.-Mich.), Barden (D.-N. C.), Powell (D.-N. Y.), and Kennedy (D.-Mass.). This subcommittee will act upon school bills before the House of Representatives.

Superintendent Erwin Suggests Teacher Recruitment

"Teacher shortage will increase and grow progressively worse until the teacher output from our colleges is substantially increased," State Superintendent Clyde A. Erwin stated in a recent letter to county and city superintendents in which he suggested a program of teacher recruitment among high school seniors. "Our job," Superintendent Erwin stated further, "is to get more of our good high school graduates to prepare to be teachers."

The following suggestions were made by Superintendent Erwin:

1. That without delay you have a meeting of all your white high school principals where you would sit down and discuss the problem with them.

2. Then at that meeting you formulate a program of action which would be followed by the principal and high school teachers in their respective schools.

3. That you devote at least one P.-T. A. meeting in each of the schools to a consideration of this problem. Somebody's children must prepare to be teachers if we are to have teachers for our children.

Coffee Unit Available

A limited number of pamphlets, "Coffee, the Story of a Good Neighbor Product," is available from the State Department of Public Instruction as long as the supply lasts. The pamphlet is suitable for use in the seventh grade, and copies sufficient for classes that wish to study this subject will be sent to teachers requesting them.

North Carolinians Have Average Per Capita Income of \$732

The average North Carolinian has a per capita income, based on a 1945 survey, of \$732, it is shown by a recent release from the State Planning Board. This average, it shows further, is less than the \$1,150 average for the nation as well as the \$761 average per capita income in the states of the Southeast, comprising Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

North Carolina's average per capita income from 1920 to 1945 increased 83 per cent as compared with a 62.6 per cent for the nation and 115 per cent for inhabitants of the twelve Southeastern states. Average income in North Carolina is now, 1945, 63.6 per cent of the national average, whereas in 1920 it was 56.6 per cent. The states of the Southeast, however, increased from 50.1 per cent of the national average to 66.2 per cent, thus indicating that income in North Carolina has not kept pace with these states in this respect.

LAWS, RULINGS and OPINIONS

Use and Control Of School Property

In reply to inquiry: I acknowledge receipt of your letter of January 10 enclosing a copy of a letter from Superintendent of the County Schools in which he inquires as to the authority of his Board of Education to rent or allow independent basketball to be played on the high school basketball court in the High School building.

As to the custody, control, and use of school property, I call your attention to Section 171-36 of the Public Laws of 1923 (General Statutes 54-78) which provides:

"It shall be the duty of the County Board of Education and Board of Trustees to encourage the use of the school buildings for civic or community meetings of all kinds that may be beneficial to the patrons of the community, and the County Board of Education or Board of Trustees has authority to make rules and regulations governing the use of school property."

This section was modified by the School Machinery Act of 1939, and now appears in the North Carolina General Statutes, Section 115-95, in the following language:

"It shall be the duty of the County Board of Education as to county administrative units and the Boards of Trustees as to city administrative units, to encourage the use of school buildings for civic or community meetings of all kinds that may be beneficial to the members of the community, the State School Commission and the County Boards of Education for county administrative units and Boards of Trustees for city administrative units, shall have power and authority to promulgate rules by which school buildings may be used for other than school purposes."

The policy of the State has been to encourage the use of school buildings for various civic and community meetings, but it is apparent from the quoted sections that the State Board of Education, which has superseded the State School Commission together with the trustees of an administrative unit, has the control and custody of school buildings and property, and may promulgate rules and regulations permitting such use of school property as to them seems wise for other than school purposes.

It therefore seems to me that the question raised by Superintendent is subject to rules and regulations which have been or may be adopted by the County Board of Education and the State Board of Education.—Attorney General, January 13, 1947.

Sale of Surplus School Property; Application of Proceeds of Sale When Title to Property Is in School Committee

In reply to inquiry: I have your letter of January 10 with reference to my letter to you of December 10 and supplementing your letter of December 7, in which you state that the County Board of Education is willing to sell the land, the title to which is in the South River Grammar School Committee, excepting the one acre of land used as a teacherage, and, that it is desired to use the money from the proceeds of the sale to repair the teacherage on that property.

With the approval of the County Board of Commissioners and the State Board of Education, these funds could be budgeted for the purpose of repairing the teacherage, if this is considered a desirable object for the expenditure of the money. See, G. S. 115-363. The fact that the title to the property is in the South River School Committee would not, in my opinion, give them the right to control and direct the expenditure of the funds, as all school funds are now under the control of the county boards of education, subject to the approval of the tax levying authorities and the State Board of Education, as provided in G. S. 115-363.—Attorney General, January 13, 1947.

Counties; School Bonds; Vote Required

In reply to inquiry: I have your letter of January 23, in which you write me as follows:

"The County Board of Education plans to have a bond issue in April of this year to the extent of \$491,000. Included in the program are a grammar school in, a high school at, a Negro high school, several lunchrooms, one agriculture department, including a cannery, several wells, heating plants, and a gymnasium. It is my understanding from Mr. Easterling of the Local Government Commission that we can have the election for the above using the present registration which is the same as the one used in the last general election. When this is done the result of the election would be determined on the basis of the number of votes cast for the bond proposal as against the number cast against the proposal. Some people in this county are of the opinion that in an election of this kind that the number for the proposal must be more than 50 per cent of the total names on the books. We, of course, could not carry an election on this basis.

"Some people are of the opinion that we must have a special registration

Election of County Superintendents of Schools By Popular Vote

In reply to inquiry: In your letter of February 13, you inquire if it is possible to elect a county superintendent of schools by popular vote and, if so, what procedure should be followed.

Our law provides in General Statutes 115-353 that the county superintendent of schools shall be elected each two years by the county board of education, subject to the approval of the State Superintendent of Public Instruction and the State Board of Education. A similar provision is made for the election of superintendents of schools in city administrative units. There is no provision made by law by which the superintendent of schools can be elected by popular vote.—Attorney General, February 15, 1947.

and that the bond election can be carried only by more than 50 per cent of the registrants voting for the election. The first plan would be easier to carry and is the one we propose to use if it is legal. I shall be glad to have a ruling on this question at your earliest convenience."

The County Finance Act, under which you would have to issue these bonds, provides in G. S. 153-92 as follows:

"If a bond order provides for the issuance of bonds for a purpose other than the payment of necessary expenses of the county, the approval of the qualified voters of the county, as required by the Constitution of North Carolina, shall be necessary in order to make the order operative. If, however, the bonds are to be issued for necessary expenses, the affirmative vote of the majority of the voters voting on the bond order shall be sufficient to make it operative, in all cases where the order is required by this article to be submitted to the voters."

It has been held in the case of *Frazier v. Board of Commissioners*, 194 N. C. 49, and many other cases, that the issuance of bonds for building and equipping schools for the constitutional six months school term is for a necessary expense under the Constitution, Article IX, Section 3.

The objects for which you state the bonds in your county are to be issued could properly be classified as a part of school buildings necessary for the teaching of the constitutional six months school term.

The Municipal Finance Act further provides, in G. S. 153-94, that a new registration may be ordered, in the discretion of the governing body of the county in which such election is held, but it is not required that a new registration be held.

(Continued on page 16)

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin, April, 1942)

Early in February copies of Publication No. 235, *A Suggested Twelve-Year Program for the North Carolina Public Schools* (in mimeograph form), were sent to all committee members of the Twelve-Year Program Study and to all city and county superintendents.

The Camp Davis WPA School under the direction of Mabel L. Bacon has just completed its third term of successful work.

Incomplete reports to the State Department of Public Instruction show that a larger percentage of the boys of the junior and senior classes of the high schools of North Carolina are being given complete medical examinations.

Students of Sanford High School now have \$2,925 invested in defense stamps and bonds, Helen Freeman, defense chairman, announced recently.

10 Years Ago

Within the past few weeks two former members of the State Department of Public Instruction, W. H. Pittman and L. C. Brogden, have died.

The historical pageant covering the 100 years progress of the State in public education will be the highlight at the annual meeting of the North Carolina Education Association to be held in Durham next week, April 22, 23 and 24.

The General Assembly of 1937 made appropriations for the support of the eight months term as follows: 1937-38, \$24,396,367; 1938-39, \$24,986,160.

During the month of April, May and June, Beginner's Day Programs are being held throughout the State.

National Music Week is celebrated during the first week in May.

50 Years Ago (1897)

(Biennial Report of the State Superintendent of Public Instruction)

| | |
|-------------------------------|--------------|
| Total disbursed..... | \$830,237.73 |
| Enrollment..... | 353,656 |
| Average attendance..... | 169,225 |
| Average term in days— | |
| white, 58; colored, 54 | |
| Value of school property..... | \$878,633.75 |
| Number of school houses..... | 6,406 |
| Number of schools taught..... | 6,406 |
| Number of districts..... | 7,787 |
| Average salary of teachers: | |
| White men..... | \$ 23.21 |
| White women..... | 20.80 |
| Colored men..... | 21.54 |
| Colored women..... | 18.25 |

Teaching by Example

EDUCATION does not mean teaching people WHAT THEY DO NOT KNOW.

It means teaching them to behave as they do not behave.

It is not teaching the youth the shapes of letters and the tricks of numbers, and then leaving them to turn their arithmetic to roguery, and their literature to lust.

IT MEANS, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls.

It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all—by EXAMPLE.—John Ruskin.

Appeal Made for Clothing For Overseas Relief

A Statewide appeal for relief goods, clothing, bedding and shoes, is being made by the North Carolina Council of Churches for overseas relief, it was recently announced. The drive will last from April 20 through May 11.

Governor Gregg Cherry has issued a statement endorsing and supporting the appeal, and State Superintendent Clyde A. Erwin has called on the schools and local committees to co-operate in the collection of such materials.

The goods which are received as a result of this drive, it is learned, will be shipped to the Church World Service Center in New Windsor, Maryland, which is the official overseas agency for some 26 Protestant denominations. Materials are to be shipped to some 28 countries and will be distributed purely on the basis of need without regard to race, color or creed.

"I hope that all schools will respond wholeheartedly to this appeal," Superintendent Erwin stated. "The need is greater than ever, since UNRRA will formally stop soon. For those of us who have an abundance there is a clear cut duty to share it. By giving these needed supplies, they will not only relieve intense suffering but will also help lay the foundation for a permanent peace."

LAWS, RULINGS AND OPINIONS

(Continued from page 15)

To carry the bond issue against the constitutional debt limitation provision, Article V, Section 4, it is necessary only that a majority of those voting in the election shall vote in favor of the bond issue.

I would suggest that you consult with your County Attorney for further information which you may need on this subject and I am sure he will be glad to furnish it.—Attorney General, January 27, 1947.

FROM THE PRESS

High Point. Charles F. Carroll, superintendent of the High Point city schools, has been approached by representatives of Durham, which is seeking a new superintendent for its city schools. *The Enterprise* has learned on reliable authority.

Washington. The teachers in the white high schools in Washington County will conduct a meeting in the Plymouth High School next Wednesday afternoon (November 5) at 2:30, with Miss Ruth Moore, State Supervisor of physical education in the North Carolina Department of Public Instruction, W. F. Veasey, county superintendent of schools, has stated.

Mecklenburg. The county school board met yesterday (February 24) and voted to request the Peabody College authorities, who have been retained to make a survey of school needs here, to be ready to report at once after the city limits extension election April 28.

Hickory. Problems arising as a consequence of the withdrawal of Federal funds in the operation of school lunch rooms occupied the attention of members of the board of school trustees at their meeting Wednesday night (March 5).

Iredell. Superintendent T. Ward Guy stated today (February 28) that the price of lunches to pupils in Iredell County unit schools will be increased to 20 cents as a result of the loss of Federal funds in financing operation of school lunch rooms.

THE NEXT JOB

"Whatever the Legislature's final action on this question (Teachers Salaries) may be, enough has been done already to justify the confident prediction that our public school system will be in a great deal better position to meet the challenge confronting it during the next biennium than it has been in the last two distressful years.

"With salaries up to the point where good teachers can be held in the classrooms and new ones attracted to the profession, the next big job ahead of North Carolina is the task of reducing the teacher load. This Commonwealth now ranks forty-seventh among the States of the Union in the number of pupils a teacher is required to serve.

"Improvement of instruction in our public schools does not depend entirely upon the type of instructors employed. To a large degree it depends upon the teacher load. Our goal for the future should be more teachers as well as better teachers for the schools of North Carolina."—Editorial in the *Winston-Salem Journal and Sentinel*.

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NORTH CAROLINA PUBLIC SCHOOL BULLETIN

Published Monthly by the State Department of Public Instruction

MAY, 1947

RALEIGH, N. C.

VOL. XI, No. 9

MRS. FRANK P. GRAHAM
CHAPEL HILL, N. C.

Classroom Teachers Adopt Resolution

• The Classroom Teachers' Association, a division of the N.C.E.A., adopted a strongly worded resolution advocating a \$2,400 minimum salary for beginning teachers and liberalized retirement benefits at the annual meeting of the association which met recently in Asheville.

This resolution included the following:

1. A minimum salary of \$2,400 for a beginning teacher holding a Class A certificate.

2. An annual increment of at least \$90.

3. A salary schedule with at least 16 increments.

4. A maximum salary schedule of at least twice the beginning teacher's salary for teachers holding Class A certificates.

5. That we do not approve a salary schedule based on the merit system, since we recognize that it would precipitate a complete breakdown of the single salary schedule and create petty jealousies, favoritism, and a general lowering of teacher morale.

6. That the retirement law be liberalized as follows:

a. That the State continue to match the teacher's contributions to the Retirement Fund as long as he is actively engaged in teaching. (State ceases to make contributions under present law at age 60.)

b. That teachers be given credit for at least 10 years of out-of-state service. (Under present act no credit is allowed.)

c. That a special appropriation of \$25 or more be made to supplement the meager retirement allowance of all those who receive less than \$60 a month.

d. That the special appropriation combined with the teacher's retirement allowance shall be such that no teacher who has given 20 years of service to the State shall receive less than \$60 a month.

7. That we continue to work for an adequate tenure law.

8. That in the present emergency an effort be made to prevent the lowering of the standard of certification for teachers, and that classroom teachers keep abreast of new educational movements by inservice training, such as professional reading, extension courses, research, workshops and summer schools.

9. That to insure democracy and co-operation in all affairs of the North

Carolina Education Association, classroom teachers have at least 50 per cent representation in the membership and chairmanship of all committees of the N.C.E.A.

10. That the president and vice president of the Department of Classroom Teachers of the N.C.E.A. be included in all educational planning, especially that of the United Forces of Education, which is planning legislative programs.

11. That we continue to work for federal aid to education without federal control in order to equalize the burden of education and to provide an education to meet the needs of our democracy.

12. That the N.C.E.A. continue its appropriation of \$4,000 for the Department of Classroom Teachers.

13. That teachers of equivalent preparation, experience and service shall receive equal pay regardless of sex.

14. That we pledge ourselves to our profession and the child and strive to do the best possible in making a better future for both.

Guidance Association Holds Meeting

The annual meeting of the North Carolina Vocational Guidance Association was held at Greensboro, April 18 and 19. Highlights of the meeting were addresses by Clifford P. Froehlich, Specialist, Pupil Inventory and Counseling, Occupational Information and Guidance, U. S. Office of Education, Washington, D. C., and several panel discussions by North Carolina leaders of counseling, guidance and other personnel problems.

Dr. Roy N. Anderson, student personnel director at N. C. State College, was elected president. Dr. W. D. Perry, director of the Veterans Administration Testing Unit and University of N. C. Testing Bureau, Chapel Hill was chosen vice-president. Miss Fannie V. Mitchell, of the Guidance Division of Duke University is the new secretary and treasurer.

INTERESTING ARTICLES IN THIS ISSUE

Classroom Teachers Adopt

Resolution 1

Purposes for Which Taxes May Be

Levied Increased..... 5

Highsmith Issues Rules Governing

Operation of Summer Schools 6

Thomas Fentress Toon.....8, 9

New Superintendents Elected 14

1947 School Legislation Reviewed 15

Senator Pepper Proposes Income Tax Deduction of Expense for Required Summer School At- tendance

Senator Claude Pepper has indicated that he will introduce an amendment to H. R. 1, the bill passed by the House on March 27 to reduce individual income tax payments, which would give teachers the right to deduct from taxable income all expenses for tuition, books, laboratory fees and equipment, living, travel, and other incidental expenses, necessarily incurred while attending any institution of learning in pursuit of a course of instruction required for continuance of employment or advancement in grade or salary and approved by the school authorities where the teacher is employed.

According to Dr. James E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction, this proposed amendment, if enacted, would under present law and State Board action affect only those North Carolina teachers who attend summer school for the purpose of raising their certificates to a higher class. "However," Dr. Hillman stated further, "if at some future date the State Board of Education should provide that summer school attendance be necessary for continuing the life of a certificate, then such an amendment as proposed by Senator Pepper would apply to those teachers also. I believe that the question is of sufficient importance to call it to the attention of our own Senators and Representatives."

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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STATE OF NORTH CAROLINA

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RALEIGH

CLYDE A. ERWIN
STATE SUPERINTENDENT

May 25, 1947

To Superintendents and Principals:

Neither of the two bills which proposed State aid for the erection and repair of school buildings was passed by the General Assembly. This means, of course, that county and city units will have to follow the same procedure as heretofore in procuring funds for capital outlay purposes. It means also that many units will be unable to make any or very little improvement in their present school plants in the immediate future.

And that emphasizes the importance of preserving existing school property. Repairs are needed at many schools—painting, replacements and the addition of rooms—the cost of which is relatively small and funds for which are available. All of the work in connection with these small jobs should be attended to during the summer months.

Then, too, someone should see that all doors and windows of the schoolhouses are securely fastened when the school term ends. The law specifically provides that the county board shall appoint a member of the local committee or some other responsible person to care for the school property during vacation. I hope none of you will fail to see that this particular law is obeyed. It may mean the difference between a good schoolhouse, or a poor one, or none at all, for some children, if the proper foresight is not given to this matter.

This being the last edition of this publication for the 1946-47 term, I wish to take this opportunity to thank each of you for the particular part you have played in making the public school system what it is. I think we have had a successful year, but I believe the ensuing year holds promise of being still better. I wish for each of you a pleasant summer.

Very truly yours,

State Superintendent of Public Instruction

EDITORIAL COMMENT

SCHOOL LEGISLATION

W Elsewhere in this issue we have reviewed the school legislation passed by the 1947 General Assembly. We have also in another article pointed out some of the things requested which were not granted. Here, we shall attempt to appraise the action of this law-making body as its action applied to public education.

With reference to the appropriation for the support of the nine months schools, the solons did just about what we expected in providing a sufficient increase in funds that will permit an average increase in teachers' salaries of about $27\frac{1}{2}$ per cent. The exact percentage in the form of a salary schedule is to be determined by the State Board of Education. An increase of \$13,033,-115 for 1947-48 over 1946-47, however, is a substantial sum of money. Funds for vocational education, the purchase of textbooks, and for State administration were also increased.

Perhaps, one of the most far reaching acts of the General Assembly relating to public education was the amendment to the School Machinery Act permitting levies in the local units "for attendance enforcement, supervision of instruction, health and physical education, clerical assistance, and accident insurance for school children transported by school bus." Under this new amendment, the tax levying authorities of the county may levy taxes for any one or all of these purposes without a vote of the people on the question. Many units will take advantage of this permissive legislation. Certainly, serious consideration should be given to the need in each unit for the addition of a person or persons who will promote one or more of these school services. We shall not attempt to say which one of these services is the most important in a particular unit. We can and will say this, however, the addition of one or more of these services to all units, if they do not already have that service, should greatly improve the efficiency of the schools.

A third law which has possibilities of far reaching significance is the act providing for the appointment of a State Education Commission to study the educational problems of the State. A study as contemplated by this law should help chart the direction of future legislation and point out the most important needs for the further improvement of our system of public schools.

A fourth school law, which touches only a segment of the school population and which should help to fill in one of the gaps in our present system, is that providing for the establishment of a Division of Special Education in the Department of Public Instruction for promoting the education of the handicapped. It has long been recognized that many handicapped children cannot receive the maximum advantage of present day educational opportunities by reason of their particular handicap. This law, therefore, should be the means of

giving these children a still better educational opportunity.

These and a few minor changes in the school law are all on the credit side. There were also several proposed bills failing of passage that would have helped to further improve child opportunities in North Carolina.

In the first place, it should be recognized as administrative units are presently organized that there is a wide difference in their wealth which is used as the basis of support of any local building program. This being so, some units are able to provide funds for the erection and equipping of school buildings, whereas a number of other units do not have sufficient wealth to provide ample funds for the erection of buildings necessary for the operation of an adequate program of public education. Two bills (one Senate and one House) which would provide funds from State sources with which to erect school buildings were introduced in the 1947 General Assembly and both failed to pass. This means that the door is shut in so far as many units are concerned against the further consolidation of schools and the erection of needed buildings. Some units, it is true, will find other ways of financing the erection of buildings; but where most needed, the children will be neglected in so far as actual needs are concerned.

This matter of wealth in the unit also affects needed additions for the improvement of the efficiency of the instructional program. Even though permissive legislation was enacted for the local support of attendance officers, supervisors and health and physical education directors, here, too, a number of units will not be able to provide these necessary services. An effort was made to get State funds for these purposes, but the lawmakers refused to meet these requests also.

In brief, then, the General Assembly of 1947 passed some acts which will tend to improve the schools; it also failed to pass bills that might have improved educational facilities in many areas. By delegating to the local authorities the power to provide a more efficient school system and by authorizing a commission to study education, it paved the way for future expansion and improvement of the public schools by the 1949 law-making body.

VOLUME XI

With this number we conclude Volume XI of this publication. We hope you have enjoyed reading each number and that you found something of interest. In other words, we hope that this publication has been worthwhile. It takes quite a bit of our time to get it out, but we are paid for doing that particular thing along with a number of other things. We want to do a good job on this paper; but we can't do a good job, unless we know that it has been worthwhile to the reader. If there are ways in which we could improve our efforts, therefore, it is up to you the reader to suggest them!

Suggestions Concerning Textbook Reports Made by Jenkins

● Suggestions concerning annual reports as to textbook needs for next year were recently made in a letter to superintendents by Wade M. Jenkins, Director of the Division of Textbooks.

"The time to lay the ground work on which good annual textbook reports may be made is at hand," Mr. Jenkins stated. "The superintendents, the persons directly responsible for book reports, the principals, and the teachers are the ones who make the reports good or otherwise. We believe it would help if everyone concerned will take the time to read or re-read the 'Regulations for Distributing Textbooks.'"

"In anticipating your textbook needs for 1947-48," Mr. Jenkins stated, "the following information may prove helpful:

I. GRADES

1. **Writing.** The old titles will be replaced with the new adoption 100 per cent in grades 1 through 3. In grades 4 through 7, the old writing books will not be replaced until 1948-49.

2. **Spelling.** The McCall Spellers will be replaced as the books wear out. In general that means the replacement of books that became unusable at the end of the 1945-46 and 1946-47 school years. In no case will our department be able to replace a greater quantity of the old spelling titles than this. We expect to complete the replacement of the McCall Spellers at the end of the school year 1947-48.

3. **Basal Readers—Primary Grades.** Grades 1-3. Reading in the lower grades is always taught in small groups and there is no need to have more books than there are pupils in the reading group. For the school year 1947-48, reading books will be distributed as follows:

Grade 1. Two pre-primer and primer combinations and two first readers.

Grade 2. Two second readers.

Grade 3. One third reader.

The number of copies for these grades will be as follows:

Grades 1 and 2. Each reader will be distributed on the basis of a maximum of 20 books for each 40 pupils. In schools having fewer than 20 pupils in these grades, one book of each title is furnished for each child. The following figures will illustrate the distribution:

| School | No. of Pupils | No. of Books |
|--------|---------------|--------------|
| A | 80 | 40 |
| B | 40 | 20 |
| C | 30 | 20 |
| D | 20 | 20 |

Grade 3. The Winston reader will be supplied on the basis of one copy per pupil. The Scott, Foresman third grade reader will be available in 1948-49.

4. **Arithmetics.** All New Day Arithmetics will be replaced at the end of this school year.

5. **Reading and Literature Book I.** The contract for this title has been cancelled. Therefore, we are requesting that all copies of this title be reported in usable condition on your final report.

II. HIGH SCHOOL

1. The new adoptions in the Natural Sciences will be available for use during the school year 1947-48.

2. Adoptions are pending in Latin, Business Education, and Health (9th grade). We hope the adoptions will be made in time for use during the 1947-48 school year. However, we doubt that the new titles will be available from the publishers by the time your schools open. Therefore, we are requesting that all titles in Latin, ninth grade Health, and Business Education be listed in the Usable Condition column on the Final

Report. If the new titles are made available in time for use during the school year 1947-48, our department will then notify you, and orders for the new titles can be placed at that time.

3. **United States History.** The contract for this title has been cancelled. Therefore, we are requesting all copies of this title to be reported in usable condition on your final report.

4. All non-self-supporting units must discard old titles as they become non-usable. Self-supporting units may discard as they choose, provided they stay within their income.

III. EXCHANGE BOOKS

It is very important that instructions on exchange books be followed. These books become the property of the publishers when they are reported for exchange purposes. Under no condition are they to be permitted to be used again. In case the publisher does not collect the books within 45 days after our department sends you a copy of the report to the publishers, you are to follow the usual instructions on disposal of books to be destroyed. Please see that these suggestions are followed. We are sure it will save trouble in making annual book reports on the part of everybody concerned.

IV. FINAL REPORTS

The printer has promised to deliver the final report forms for principals and superintendents this week. They will be mailed to you as soon as they reach our warehouses. Please be prompt in submitting these reports after the close of school as orders are not filled until the reports have been approved.

1947 Summer Child Health Conferences Announced

Child Health Conferences will be conducted at the University of North Carolina and the North Carolina College for Negroes during the summer of 1947, it was recently announced by Charles E. Spencer, Director School-Health Co-ordinating Service, which sponsors the conferences. These conferences will be held simultaneously from June 12 to July 22.

Scholarships—\$75.00 to \$100.00 for white teachers to attend the University and \$50.00 to \$75.00 for Negro teachers who attend North Carolina College for Negroes will be given to all those whose applications are approved and who attend the conferences. These scholarships are made possible through the generosity of the North Carolina Tuberculosis Association and the North Carolina League for Crippled Children.

The work, for the most part, will be on a workshop basis, but the subject matter of three two-hour courses will be as follows:

Personal Hygiene—2 s. h.

School and Community Hygiene—2 s. h.

Fellowships in Health Education Announced

Fellowships for a year's graduate study in health education leading to a master's degree in public health are being offered to qualified men and women by the General Education Board upon recommendation of the School-Health Co-ordinating Service. The sponsors of the fellowships are concerned chiefly with meeting the existing shortage of trained health educators and preparing to meet future demands in this State for qualified personnel having a thorough understanding of both public health and education.

The fellowships provide:

1. **Training.** A year's study in public health education at the University of North Carolina. This training includes an academic year (8-9 months) in the School of Public Health, and three months of supervised field experience in community health education. Courses studied in the School of Public Health include: Epidemiology, Public Health Statistics, Public Health Administration, Public Speaking, Health Education, Public Health Education Problems, School Health Education, etc.

Upon successful completion of the course, the candidate is eligible for a master's degree in public health education.

2. **Financial Aid.** The fellowships provide a stipend of \$100 a month for the entire period of academic and field training, tuition at the above university, and travel expenses for field experience. Candidates must pay their own travel to and from the university at the beginning and end of training.

Fellowships will be effective for the fall collegiate quarter of 1947 and are available to qualified men and women between the ages of 21 and 40 who are citizens of the United States.

Candidates must meet the entrance requirements of the School of Public Health, which include a Bachelor's degree from a recognized college or university. Desirable prerequisites include training and/or experience in the basic sciences, sociology, education and psychology, plus the ability to use the English language effectively and to work with all kinds of people.

For further information and application blank, write to Charles E. Spencer, State Department of Public Instruction, Raleigh, N. C.

Methods and Materials in Health Education—2 s. h.

Six semester hours of graduate or undergraduate credit may be earned by those who take and complete the work of the conferences.

For further information and application blank, write to Charles E. Spencer, Director of Child Health Conferences, State Department of Public Instruction.

Two North Carolina Students Win Pepsi-Cola Scholarship

● Chosen from among 38,364 candidates elected to represent 9,157 of the nation's high schools, two North Carolina students, Isabel Blount Carter of Washington and Eleanor Robinson of Charlotte, recently received word that they had been awarded two of the 126 four-year college scholarships being granted this year by the Pepsi-Cola Scholarship Board to high school seniors.

In announcing the awards, Floyd W. Reeves, professor of administration at the University of Chicago and president of the Scholarship Board, stated that 680 North Carolina boys and girls from 215 schools participated in this national contest, which is financed by the Pepsi-Cola Company as one of its public services.

All scholarship winners will have their full tuition and other required fees paid for four years at any accredited college they wish to attend. In addition, they will receive \$25 a month during the four college years and traveling expenses at the rate of three cents a mile for one round trip from home to college each year. The winners of the scholarships may select any course of study which leads to an A.B. or B.S. degree, and to hold the scholarships they need only remain in good standing in their colleges and progress normally from year to year.

Any student who does unusually distinguished undergraduate work may also be awarded one of the three-or-four-year fellowships of \$1,500 a year which will be granted annually.

The winners for 1947, who were first elected by their senior classmates as "the ones most likely to make an important contribution to human progress," took a scholastic aptitude test, prepared and scored by the College Entrance Examination Board, in February. On the basis of the scores made in this test, six finalists were selected for each scholarship to be awarded (more if there was a tie); and following a review of the school record, leadership ability, and financial need of each of these finalists, the Scholarship Board selected the 126 winners throughout the United States and territories.

In announcing North Carolina's two scholarship winners, Professor Reeves also named ten other students from this State to receive certificates of merit. They are: Joe Land Allen, Burlington High School; Joan Cansler, Central High School, Charlotte; Martha H. Funk and Alice N. Geitner, both of Salem Academy, Winston-Salem; Alvin W. Jenkins, Needham Broughton High School, Raleigh; Francie Eleanor Lynum, Morganton High School; Zebulon V. Morgan, Jr., Hamlet High School; John G. Nuckton, New Hanover High School, Wilmington; Laura McNeill Page, St. Mary's School and Junior College, Raleigh; and Thomas Bryan Smiley, Needham Broughton High School, Raleigh.

Of the 680 students competing for scholarships in North Carolina, 315 were boys and 365 were girls, Professor Reeves said.

In the 1945 and 1946 competitions, four other North Carolina students won scholarships — William Edmund Laster of New Hanover High School, Wilmington, who is now at Harvard University; Mildred Sarah Brinkley of North Cove High School, who is attending Wake Forest College; John Vincent Killheffer, Jr., of Central High School, Charlotte, who is now at Massachusetts Institute of Technology; and Gen Hope Lewis of Belvoir-Falkland High School, Greenville, who is studying at the Atlantic Christian College. In addition, twenty other North Carolina students received the certificates of merit.

This year, as in the two preceding years, an additional scholarship winner was selected from among the 66 Negro boys and 105 girls representing 65 schools of the North Carolina colored school system. The winner is Lincoln Robert Best, 16, the son of Mr. and Mrs. L. R. Best of Wake Forest. Robert, who is a student at BuBois High School, made the highest score of all the 635 Negro boys throughout the South who took the scholastic aptitude test as a first step toward winning the scholarship. Following his graduation in May, he plans to enter Columbia University to study either chemistry or medicine.

In addition, five other students from the North Carolina colored school system received the certificates of merit.

Purposes For Which Taxes May Be Levied Increased

Purposes for which taxes may be levied in county administrative units were greatly increased by an amendment to the School Machinery Act by the General Assembly of 1947.

Under this amendment, Section 115-356 of the present school law was amended so as to provide "that the tax levying authorities in any county administrative unit may levy taxes to provide necessary funds for attendance enforcement, supervision of instruction, health and physical education, clerical assistance, and accident insurance for school children transported by school bus."

FHA to Hold Summer Camps

Summer camps will be conducted for about 1,000 members of the Future Homemakers Association at Tom Browne Camp and White Lake Camp simultaneously on June 2-14. These camps are owned by the Future Farmers of America, but these two weeks they have been rented by the FHA organization. The cost to the student, according to Mrs. Will Frances Sanders, State FHA Adviser, State Department of Public Instruction, will be \$10 per week.

Resource-Use Education Commission Meets; Director Announced

The Resource-Use Education Commission, appointed by Governor R. Gregg Cherry in 1945, met in Raleigh on Friday, April 18, and launched its program of "education for better living through wise use of natural, human, and social resources." The Commission, which is composed of representatives from 46 State agencies interested in better and more co-operative use of North Carolina's resources, heard endorsements of the program by Governor Cherry, State Superintendent Clyde A. Erwin, Dr. John Ivey, Executive Secretary of the Committee on Southern Regional Studies and Education; Dr. J. Henry Highsmith of the State Department of Public Instruction, and Robert C. Anderson, University of North Carolina.

Through a grant from the General Education Board, Superintendent Erwin, who is chairman of the commission, announced the appointment of Dr. Richard L. Weaver as Program Director of the Resource-Use Education project. Dr. Weaver, a native of Pennsylvania, has a B.S. degree from Pennsylvania State College, and completed his doctorate at Cornell in 1938 in Nature Education. Before coming to North Carolina, Dr. Weaver was college naturalist at Dartmouth, specialist in conservation at the University of New Hampshire, and education director of the Audubon Nature Center at Greenwich, Connecticut. Dr. Weaver has already begun his work, with offices at the University of North Carolina; later he will transfer to the State Department of Public Instruction. Dr. Weaver proposed the following program of action: a publications evaluation and distribution service; a survey of current research in resource-use and allied fields; and a survey of personnel and facilities available for resource-use education.

Felix A. Grissette of the North Carolina State Planning Board, who is secretary to the commission, announced the appointment of Mrs. Mary Sue Fonville, Raleigh Social Science teacher, and J. E. Miller, Associate in the Division of Instructional Service, to membership on the Executive Committee of the commission.

Buying at Cut-rate Prices and Poor Organization Provide Skimpy Educational Diet, Chicago Commission Reports

● "Millions of our American boys and girls are not getting their fair share of educational calories and vitamins. Because of this, they are handicapped in meeting the exacting demands of production, family life, and citizenship in our problem-ridden age.

"This skimpy educational diet results in part from attempting to buy at cut-rate prices. But another prevalent cause is poor organization for distributing education. There is no state among the forty-eight that does not need to take a good hard look at the district organization responsible for channeling education to the people.

"Large numbers of boys and girls, men and women in rural sections all over the land are being robbed of opportunity for suitable education. And citizens are getting a low-quality education for their tax dollars in many places. All because the school districts through which they buy education are too undersized and anemic to deliver a full measure of modern educational goods."

So states the National Commission on School District Reorganization sponsored by the Rural Education Project of the University of Chicago.

The Commission continues:

"After a hard look and a long look at school organizations and programs state by state—

"After studying the more than 57 varieties of school districts—

"After tracing the development of education in the unfolding pattern of American democracy—

"After considering the kind of education needed for today's tasks—

"We say without reservation that the following are facts, and facts of the utmost importance:

"1. Most of our people—especially our rural boys and girls—need broader and better education than they are getting. (The odds against the poorly educated man or nation today are appalling.)

"2. In thousands of school districts the education offered is not good enough—even for yesterday.

"3. The states are charged with responsibility for giving suitable education to all within their borders. (With such federal aid as the people through the Congress shall determine.)

"4. It is sound American practice to give citizens an opportunity to share responsibility for education through local school districts; but

"5. The state has a duty to see that school districts are satisfactory and to change them when they are not.

"6. Districts are satisfactory only when

"A. They are able to provide education comprehensive enough to meet the needs of all in the area served;

"B. They permit efficient and economical school administration;

"C. They give citizens an active share in shaping the policies of schools serving their communities."

This and more is to be found in an attractive 16-page booklet which may be obtained from the National Education Association for 15c per copy or \$10 a hundred.

Costa Rican Educators Visit North Carolina Schools

Doctors Carlos Caamano, Viriato Camacho, and Edwin Murillo of Costa Rica recently visited North Carolina as guests of the United States Government under the auspices of the Inter-American Educational Foundation. Dr. Caamano is Director of the Colegio San Luis Gonzago in Cartago, Dr. Camacho is National Curriculum Director in the Ministry of Education, and Dr. Murillo is Supervisor of the Third District of Cartago in charge of Technical Supervision and Administration of Public Schools in Turrialba County.

These Costa Rican educators, who were particularly interested in rural education, visited the Apex School in Wake County on March 18. Accompanying the visitors that day were County Superintendent Randolph Benton and J. E. Miller of the Division of Instructional Service of the Department of Public Instruction. On the following day the visitors observed work in the Holt School in Durham County, a three-teacher school. County Superintendent W. M. Jenkins and A. B. Combs of the Department accompanied the visitors to this school.

Governor Reappoints Board Members

J. A. Pritchett, representing the first educational district, and Mrs. R. S. Ferguson, representing the sixth district, whose terms of office as members of the State Board of Education expired April 1, were reappointed by Governor Cherry to succeed themselves for another eight-year term.

Alonza C. Edwards, appointee on the Board from the State-at-large, who had resigned to become a member of the 1947 General Assembly, was also reappointed to fill out a term which expires April 1, 1949.

Highsmith Issues Rules Governing Operation of Summer Schools

"A Summer School conducted by any city or county school administrative unit should be regarded as a part of the regular school program and operated accordingly," the first regulation from a sheet entitled "High School Summer School" recently sent to the presidents of junior colleges and directors of high school summer schools by Dr. J. Henry Highsmith, Director, Division of Instructional Service, State Department of Public Instruction, reads.

Other regulations on this sheet are the following:

"The teacher or teachers should be properly certificated and teach in the fields of their specialization.

"The curriculum or subjects offered will depend upon the need or demand and the facilities available in the school.

"A unit of credit in any subject is given for 180 hours of actual classroom study and discussion.

"In the work of the regular session a subject must be pursued for one hour a day for 180 days and for the 180 hours a credit of one unit is allowed. This means that in a summer school of five days per week for six weeks or 30 days, any subject for which credit is given should be studied for six hours per day; $6 \times 30 = 180$. However, a minimum of five hours per day for 30 days, or 150 clock hours, may be accepted as a unit of work.

"In the case of a make-up subject, one which a student has failed or has not completed, at least three hours per day, or 90 hours for the six weeks, must be devoted to the subject.

"If a student attends a summer school that is conducted under private auspices, the superintendent or principal of a public high school has a perfect right to demand a written examination or test to be administered by him to determine the amount of credit which may be allowed in any subject or course.

"The work done in a summer school should be of the same high quality that characterizes the regular session."

Superintendent Raises Chinchillas as Hobby

J. W. Harbison, superintendent of the Pinehurst city administrative unit, raises chinchillas during his spare time, according to an article by Bill Sharpe in *The State*, weekly magazine published by Carl Goerch.

Starting out with seven pair of these little animals, which weigh from 20 to 26 ounces, Mr. Harbison now has 21. Although he had a hard time in getting started, he is doing very well at the present time, the article states,

Other Bills Introduced at 1947 Session of General Assembly

Following are bills other than those listed in the February and March numbers of this publication introduced in the 1947 session of the General Assembly of North Carolina. See elsewhere in this issue for a review of legislation enacted at this session.

SENATE BILLS

SB 364. Jones of Surry. "To authorize the county commissioners and the county boards of education of the several counties in the State to expend funds derived from the sale of school bonds issued after August 1, 1946 and before December 1, 1946, in the erection and equipment of vocational educational buildings." To Finance.

HOUSE BILLS

HB 679. Taylor of Wayne. "To amend section 153-77 of the General Statutes relating to the purposes for which bonds may be used and taxes levied so as to include school garages, teacherages, physical education and vocational education buildings, lunch rooms, and other similar school building facilities." To Education.

HB 729. Stoney. "To amend Section 115-224 of the General Statutes relating to the appropriation for free plans and inspection of school buildings." To Education.

HB 755. Mull. "To amend Section 115-256 of the General Statutes of North Carolina relating to admission of students at the textile training school." To Education.

HB 772. Stoney. "To amend the School Machinery Act of 1939, and other parts of the school law." To Education.

HB 821. Worthington. "To amend Section 135-4, subsection (1) of Chapter 135 of the General Statutes relating to creditable service under the retirement system for teachers and State employees." To Pensions.

HB 843. McDonald, Hunter and Taylor of Buncombe. "To appoint certain members of the boards of education of the respective counties of North Carolina, fix their terms of office, and limit compensation at State expense." To Education.

HB 924. Hardison. "To amend section 115-376 of the General Statutes so as to require school buses to pick up and transport children within one-half mile of their homes in cases where children live on or near a road maintained by the State Highway and Public Works Commission." To Education.

HR 945. (Joint Resolution) Snow. "Endorsing a 'High School World Peace Speaking Program' in the high schools of North Carolina." To Education.

HR 1015. (Joint Resolution) Stoney. "Authorizing and directing the Secretary of State to have printed 2,500 copies of Chapter 358, Public Laws of 1939, as amended by the General Assemblies of 1941, 1943, 1945, and as

Teachers Work Outside Classrooms

Teachers put in many extra hours each week in duties and activities outside the classroom, according to a recent survey conducted among the teachers of Caswell County.

Normally, teachers spend 30 hours a week in the classroom. The survey made by Caswell County teachers reveals that the average of extra hours spent in school and community work amounts to 28 hours and five minutes each week, this making a total of 58 hours per month.

The survey further shows that 23 hours and 27 minutes on an average each week are spent working at such school duties as studying, marking papers, school ground supervision, coaching athletics, teachers' meetings, planning, professional reading, school visiting, P.-T. A. meetings, obtaining supplies, making records, buying for lunchroom, car used in transportation, hauling milk to lunchroom, keeping room in order, school correspondence, teaching piano lessons, checking seat work, looking after school busses, and working in school booth at fair.

Among community activities are the following: fraternal meetings, home demonstration meetings, 4-H Clubs, boy scouts, girl scouts, Sunday School attendance, Sunday School teaching, church attendance, prayer meetings, missionary meetings, choir practice, executive church meetings, young people's leader, parsonage, building committee, Red Cross drive, raising money for school activities, serving on various church committees, B.T.U. worker, Sunday School superintendent, and assistant Sunday School superintendent. These activities, the survey reveals, averages 4 hours and 28 minutes per week.

further amended by the acts of this General Assembly, and other public school laws, including public school laws enacted by the General Assembly of 1947, and providing that the distribution thereof be under the direction of the State Superintendent of Public Instruction." To Education.

HB 1071. Umstead. "To provide funds for instruction in the public school system of the State as to the evils of alcoholism and narcotism." Passed and sent to the Senate.

HB 1095. Hunter and Martin of Martin. "To allow teachers who have withdrawn from the Retirement System to be reinstated in the system upon payment of accumulated contributions withdrawn, plus interest."

HR 1125. (Joint Resolution) Memory. "Recommending that the State Board of Education investigate the advisability of taking motion pictures of the General Assembly in session and distribute same to schools, civic organizations, etc."

FHA Held Annual Meeting

The North Carolina Association of Future Homemakers of America held its annual meeting in Raleigh, April 12 with an attendance of approximately 1,200 high school students.

The central theme of the meeting was the improvement of home and family life in North Carolina. A feature of the meeting was the spring dress review in which girls from 100 schools modeled garments which they had made as a part of their school home-making program. Chief speakers at the session were Governor Gregg Cherry and State Superintendent Clyde A. Erwin.

Local Taxes Voted For Schools

Taxes for supplementing the school program supported by State funds have been voted and were levied during 1945-46 in 53 city units, three county units and 17 districts from eight other units, a recent tabulation compiled in the office of the Controller for the State Board of Education shows. One school unit, Kannapolis and two districts, Lincoln Academy and Cramerton, the tabulation shows, support a supplementary program from funds procured from private sources. The average rate levied in these units and districts was 16.8 cents on the \$100 valuation of property.

The rates levied in the school units and districts were as follows: *county units*—Mecklenburg 19½, New Hanover 20, and Scotland 20; *city units*—Burlington 15, Wadesboro 15, Washington 4, Asheville 22; Glen Alpine (?), Morganton 20, Concord 3, Lenoir 25, Hickory 12, Newton-Conover 20, Edenonton 15, Kings Mountain 18, Shelby 15, Fayetteville 15, Lexington 12½, Thomasville 18, Durham 20, Tarboro 18, Winston-Salem 20, Cherryville 15, Gastonia 18, Greensboro 15, High Point 22, Roanoke Rapids 45, Hendersonville 10, Mooresville 20, Statesville 15, Sanford 12, Kinston 21, Charlotte 25, Pinehurst 15, Southern Pines 30, Rocky Mount 20, Chapel Hill 20, Elizabeth City 16, Greenville 10, Tryon 25, Hamlet 12, Rockingham 12, Lumberton 15, Reidsville 10, Salisbury 18½, Laurinburg 18, Albemarle 15, Mount Airy 15, Monroe 15, Raleigh 17, Goldsboro 15, North Wilkesboro 14, Elm City 8, Wilson 17, Fairmont (?), and Red Springs (?); *districts*—Sandhill (?), Valdese 15, Lowell (?), Ranlo-Spencer (?), Belmont 10, Bessemer 12, Stanley 10, Clayton (?), Selma (?), Williamston 19½, Saluda 15, Elkin (?), Taylor's 30, and Stantonburg 30.

The funds realized from these taxes, it is shown, are used to employ additional teachers, to supplement the salaries of teachers permitted under the State program, and to supplement the State school budget in other items in accordance with the law.

STATE SCHOOL FACTS

THOMAS FENTRESS TOON

Thomas Fentress Toon succeeded Melbane as State Superintendent of Public Instruction, having been elected to the office on the Democratic ticket with Aycock as Governor. He died in office on February 19, 1902, after having served in that capacity a little over thirteen months.

EARLY LIFE AND EDUCATION

Toon was born in Columbus County on June 10, 1840, the son of Anthony F. Toon of Irish and Welsh extraction and Mary McMillan Toon, daughter of Ronald McMillan of Scotland. His early boyhood was spent on the farm. Although information is lacking as to his elementary and secondary education, it is assumed that he attended either the first public schools established in his county or one of the private academies existing at that time. Later he entered Wake Forest College from which institution he graduated in June 1861.

In May of the year he graduated Toon enlisted as a private in the Columbus Guards, No. 2, a company raised by his half brother Capt. William H. Toon. On June 17 Toon was promoted to first lieutenant of his company, and on July 22 he was chosen captain to succeed his brother, who had been made a major. On February 26, 1863 he was promoted to colonel in charge of the Twentieth North Carolina Regiment. He was appointed a brigadier general on May 31, 1864 and on June 4 was assigned to command Johnson's North Carolina Brigade. He followed the fortunes of Lee, Jackson, Gordon, Early, and Ewell in all important engagements.

As a soldier Toon won great distinction for gallantry, being repeatedly honored and finally recommended by General Robert E. Lee. His promotion to the rank of brigadier general was won by gallantry in action. He was wounded five times in battle and two horses were shot from under him. At the close of

the entire Democratic ticket was elected and were sworn into office on January 1, 1901.

AS STATE SUPERINTENDENT

According to the News and Observer, "General Toon was never what could be called a politician in the true sense of the word, although his interest in public affairs was never lacking. He had no particular qualifications for the office of State Superintendent, even though he was a college graduate and had taught in the one school at Lumberton.

"When he took over the office, however, he made a serious attempt during this remaining period of his life to build on to what his predecessors in office had done for the improvement of the public schools. But as the preceding numbers of this publication show, former State Superintendents had been tremendously handicapped in their efforts to improve the schools, because of the lack of financial support and wholehearted public sentiment for education. True, the first \$100,000 appropriation from the General Treasury had been made only two years before Toon took office (in 1899). But—

"Only thirty districts in the State, all urban, considered education of sufficient importance to levy a local tax for the support of schools. The average salary paid to county superintendents annually was less than one dollar a day, to public school teachers, \$91.25 for the term. This meant, of course, that the office of county superintendent was either a "political job," usually given to some struggling young attorney for local party service, or a public charity used to help support the growing family of some needy but deserving preacher; and, further, that there were no professional teachers in the public schools. Practically no interest was manifest in the building or equipment of schoolhouses. The children of more

Another important law passed by the General Assembly of 1901 was the act providing for the State adoption of uniform textbooks in the elementary schools. Although there have been some modifications in the original act, the basic principles set forth in this law are still in force.

In addition to financial matters and textbooks, Superintendent Toon, as his official letters show, was concerned with a number of other school affairs.

On June 18, 1901, he wrote county boards of education as follows: "Having been informed that agents are canvassing the various counties of the State selling worthless school supplies and furniture, I suggest to the County Boards of Education to instruct the County Superintendents to endorse no claim for such goods unless the sale is authorized by your board, in writing, to committeemen, samples of the goods offered having been examined and approved by your board in regular session."

On May 15, 1901, he wrote to county superintendents: I send you "A Call for Volunteer Teachers." Please urge this matter and secure as many volunteer teachers as you can for work in your county, or for other counties, as possible. . . . We have a great work before us, and the great needs of our children make urgent demands upon all of our people. . . . Ignorance is a great menace to our material and civil prosperity, and I verily believe that the noble women and men that help in this hour of need will be liberally rewarded in some way in the future.

On June 21, 1901, in a letter to county boards of education with reference to the election of county superintendents, Toon said, "It would seem needless for me to call your attention to the importance of this election; but the success of the public schools rests largely upon your action. . . . We need for Superintendent who has the confidence of the teachers in his county—a man that is a leader in educational thought and work—a man that is competent to teach teachers how to teach, a man that will inspire and arouse

ers of the State, was called to meet in Raleigh, February 13, 1902. The Governor himself presided over the conference.

In the meantime and prior to the calling of this meeting, Toon had continued to make speeches in behalf of better schools and for voting local taxes therefor. It was while on one of these trips where he made a speech in a none too well ventilated hall and sat in a draft, worn from the exertion of speaking. A severe cold which later developed into pneumonia was the result. After lingering between life and death for several weeks, he finally rallied a few weeks before the conference called by the Governor and had fully planned to attend this conference.

At the last, however, he found that he could not be present and wrote Dr. Melver the following letter:

Hon. C. D. Melver,
Raleigh, N. C.

Dear Sir:

Seriously regretting my inability to be present at the meeting of the twin spirits wing-poised over our State, education and good roads, guarding her best interests and heartily concurring in every effort for the improvement of our public schools, I ask permission to welcome this conference composed of the foremost educators of the State into organized efforts especially directing to the betterment of our public schools. I hope you will pardon a suggestion from me. While there is evident improvement in the schools all over the State, in every particular we recognize as the peculiar drawbacks to be: First, multiplication of small school districts; second, a want of better houses; third, a sad want of more money, and fourth, indifference on the part of patrons. The first and second can be removed by a consolidation of school districts. The third by local taxation. The fourth by agitation. The formation of "special school tax districts" the carrying into effect of which I believe to be the most important consideration of this conference embodying as it does the remedy for

the official records of the Union and the United States military careers at the time of Toon's military career.

The following extracts, taken from the official records of the Union and Confederate Armies published by the United States Government, gives an idea of Toon's military career:

"Colonel T. F. Toon well deserved distinction for his courage and conduct in this the first fight of his regiment since his promotion to the Colonelcy."—Report of Brigadier General Alfred Iverson, during the Chancellorsville Campaign, dated May 13, 1863.

"Colonel T. F. Toon, Twentieth North Carolina was wounded while fighting his regiment gallantly in the front line."—Later report same day.

"Sir: Yesterday evening the enemy penetrated a part of our line and plauted his colors upon temporary breastworks erected by our troops. He was immediately repulsed; and among the brave men who met him, the Twentieth North Carolina under Colonel Toon of the Brigade commanded by Brigadier General R. D. Johnston captured his flag. It was brought to me by Major John S. Brooks of that regiment who received his promotion for gallantry in the battle of Chancellorsville with the request that it be given to Governor Vance. I take great pleasure in complying with the wishes of the gallant captors and respectfully ask that it be granted and that these colors be presented to the State of North Carolina as another evidence of the valor and devotion that have made her name eminent in the armies of the Confederacy."—Report of General Lee to the Secretary of War.

General Toon was wounded at Cold Harbor, Chancellorsville, Spottsylvania Court House, and Petersburg.

AFTER THE WAR

Following the war Toon was for 16 years in the employ of the Atlantic Coast Line Railroad. From 1891 to 1901, when he became State Superintendent, he lived in Robeson County which he twice represented in the General Assembly, once in the House and once in the Senate. During his residence in Robeson he also became connected with the Fair Bluff Academy at Lumberton.

When the Democratic State Convention met in Raleigh, April 12, 1900, there was a sharp contest over the nomination for Superintendent of Public Instruction. Toon's name had not been mentioned before the meeting. His friends, however, placed his name before the assemblage and he was nominated. In the election which followed

circumstances it was well enough that the schools were kept open only seventy-three days in the year, and that less than one-third of the children of school age attended them. . . . The civilization of the State was based on an ultra-individualism, and thousands of citizens, conscientious, intelligent, patriotic, honestly could not understand why they should pay taxes to educate other people's children. Other thousands were willing to support schools for white children, but stood steadfastly and doggedly against the education of the Negro; and as school taxes could not, under the Constitution, be voted for the former without being voted for the latter, these people appear to have been willing to deny education to white children in order that they might keep the Negro in ignorance. Thus, to complicate a situation already sufficiently difficult, the race issue injected its poison into the very vitals of the problem."

The most significant school legislation enacted during Superintendent Toon's administration was the act providing "that the sum of one hundred thousand dollars (\$100,000) or so much thereof as may be necessary, be and the same is hereby appropriated annually out of the State Treasury for the purpose of bringing up to the constitutional requirement for a four months public school term in each school district in the State, those public schools whose terms, after the distribution and application of all other school funds, do not comply with said requirement, to be distributed and applied in the manner hereinafter set forth." (P. L. 1901, c. 543, S. 3.)

This was the beginning of the Equalization Fund, a principle of State support followed until the present method of complete support of a minimum program was adopted in 1931 for the six months term and applied to an eight months term in 1933 and to the nine months term in 1943. This first \$100,000 for equalization purposes was in addition to the \$100,000 first appropriated in 1899 and distributed on a per capita basis. This latter fund, which was increased to \$125,000 annually in 1909-10 and to \$250,000 in 1913-14, was discontinued after 1918-19.

In accordance with the law as quoted above the sum of \$82,818.89 was distributed among 3,267 needy school districts in 75 counties. Twenty-two counties received no aid from this fund during the first year of its operation.

Day, the building and repairing of public school houses, the disposition of fines and penalties in accordance with a Supreme Court decision, and the apportionment of the school funds appropriated by the Legislature.

Toon was blessed or lucky in that he was on a ticket with a candidate for Governor, Charles B. Aycock, who had spoken all over the State for improvement of the public schools of the State. In his inaugural address Governor Aycock said, "I pledged the State, its strength, its heart, its wealth, to universal education. I promised the illiterate poor man, bound to a life of toil and struggle and poverty, that life should be brighter for his boy and girl than it had been for him and the partner of his sorrows and joys. I pledged the wealth of the State to the education of his children. Men of wealth, representatives of great corporations, applauded eagerly my declaration. I then realized that the strong desire which dominated me for the uplifting of the whole people moved not only my heart, but was likewise the hope and aspiration of those upon whom Fortune never before—our wealth increases, our industries multiply, our commerce extends, and among the owners of this wealth, this multiplying industry, this extending commerce, I have found no man who is unwilling to make the State stronger and better by liberal aid to the cause of education. Gentlemen of the Legislature, you will not have aught to fear when you make ample provision for the education of the whole people. . . . For my part I declare to you that it shall be my constant aim and effort, during the four years that I shall endeavor to serve the people of this State, to redeem this most solemn of all our pledges."

Soon after taking their offices the Governor and the State Superintendent began to canvass the State in fulfillment of this pledge. They soon found, however, that this was physically impossible and so they began to look around for assistance in this great undertaking. The solution to their problem came in the form of an offer of \$4,000 annually by the Southern Education Board, whose campaign committee chairman was Dr. Charles D. McIver, to finance the necessary educational campaign throughout the State.

At Dr. McIver's suggestion, therefore, a conference to which invitations were extended to 43 educational work-

tional effort in North Carolina. I would then earnestly recommend the establishment of special school tax districts in the county and graded schools in our towns. Agitation, consolidation, and local taxation is our hope.

Wishing you a successful meeting,
I am,

Very respectfully,
Your obedient servant,
T. F. Toon,
Superintendent of Public Instruction
Raleigh, N. C.
February 13, 1902

This letter, therefore, contained his last words in behalf of public education. He died suddenly on the morning of February 19, 1902.

Had Toon lived, he no doubt would have carried on the work which was so creditably performed by his successor, J. Y. Joyner, who said of him: "His public services are a part of the deathless history of his State and the record thereof is written upon the imperishable tablets of his peoples' hearts."

The following table gives statistical information concerning the public schools during Toon's administration.

| | |
|---------------------------------------|----------------|
| PUBLIC SCHOOL STATISTICS, 1900-1901 | |
| Total receipts | \$1,119,746.47 |
| Total disbursements | 1,091,226.26 |
| School census | 667,981 |
| Enrollment | 431,358 |
| Average attendance | 253,019 |
| Number of districts | 8,042 |
| Number of schools taught | 7,829 |
| Value of property | \$1,151,316 |
| Average term in weeks: | |
| Rural white | 15.6 |
| Rural colored | 14.5 |
| City | 34.8 |
| Average monthly salary of teachers: | |
| White men | \$ 26.92 |
| White women | 23.87 |
| Colored men | 22.93 |
| Colored women | 21.20 |
| Number of school houses: | |
| Log | 7,082 |
| Frame | 950 |
| Brick | 6,098 |
| Number built during year | 34 |
| Number teachers examined and approved | 108 |
| Men | 7,987 |
| Women | 3,808 |
| | 4,179 |

¹ February 20, 1902.
² Connor and Poe, *The Life and Speeches of Charles B. Aycock*, pp. 114-115.

Principles of Ethics Suggested for Massachusetts Superintendents

● A special subcommittee of the Massachusetts School Superintendents Association, appointed to study and report on a code of ethics and possible practices for its enforcement has submitted the following principles of ethics and plans for enforcement for the consideration of the Massachusetts Association:

1. The profession of superintendent of schools has for its ultimate aim the best training of youth. The individual, by his entrance into this profession, is thereby morally bound to conduct himself in accord with its ideals.

2. The superintendent should observe strictly the highest business courtesy and standards of action in all his business relations with his employers and employees.

3. No person should enter the profession without special training therefor and none should remain in it without constant attention to his own professional improvement.

4. Superintendents should have no financial interest in any firms providing school supplies of any kind. However, this shall not be construed to prevent compensation being paid for the authorship of educational publications or devices.

5. No attempt should be made to induce teachers to leave their positions, except after written notice of four weeks nor unless the teacher can secure honorable release from his present obligation.

6. No teacher should be considered an available candidate for a new position until he shall have served at least one year at his present position, unless he has made it a condition of acceptance that he may leave at any time after proper notice nor unless the teacher can secure honorable release from his present obligations.

7. It is the duty of the superintendent to recommend to the school authorities, after notice of four weeks, the release of teachers who so desire, unless there are unusual circumstances making such a change exceptionally injurious to the schools.

8. No contract should be made with teachers whereby school authorities seek to obligate teachers to a greater degree than they obligate themselves.

9. When asked by the proper officials for confidential information concerning teachers, superintendents should respond frankly and fully so as to be fair both to the teachers concerned and to the school officials seeking information. This information should be regarded as absolutely confidential.

10. It shall be considered good practice for a superintendent visiting schools outside of his own field to make his presence and errand known, either previously or upon his arrival at the office of the superintendent visited and no superintendent should place any obstacles in the way of a visiting superintendent.

11. It shall be considered unprofessional for a superintendent of schools

to criticize unfavorably in any public way the work of his predecessor or any other superintendent of schools.

12. A superintendent should not become a candidate for a position until the vacancy has been legally determined.

13. Superintendents should share professional knowledge freely and should give due credit to teachers for outstanding educational activities.

14. Superintendents should give active support to their regional, state, New England and national associations.

The committee further recommended that there be added to the duties of the executive committee of the Massachusetts Superintendents Association the responsibility of acting as a grievance committee to hear and investigate any complaints relative to alleged violations of these principles of ethics and take any action that the committee deems advisable.

Science Conferences Held

A series of district conferences on the teaching of science in the Elementary School were held at four convenient centers in the eastern part of the State on April 21-24. Dr. Gerald S. Craig, Professor of Natural Sciences, Columbia University, and members of the staff of the Department of Public Instruction led the discussions, which centered on the following topics: (1) How do you use environment of the child effectively in science instruction? (2) How does your school insure the child a continuously progressing program in science instruction? (3) How effectively do you use simple experiments and resource material? (4) How do you evaluate your program of elementary science?

Over 500 elementary teachers, 19 superintendents and seven supervisors from the following areas attended the conferences:

April 21, West Edgecombe School—Edgecombe, Rocky Mount, Elm City, upper Pitt, Wilson County and city, Nash, Tarboro.

April 22, Rich Square—Northampton, Roanoke Rapids, Weldon, West Martin, Hertford, upper Bertie, Halifax.

April 23, Edenton—Elizabeth City, Pasquotank, Perquimans, Edenton, east Bertie, north Beaufort, Chowan, east Martin, Washington, Tyrrell, Gates.

April 24, Kinston—Kinston, Lenoir, Jones, upper Craven, Greene, south Beaufort, lower Pitt, north Duplin, east Wayne, Goldsboro, Greenville, New Bern.

United Nations Film Strip Released

The Film Section of the United Nations Department of Public Information has just released a film strip entitled "The United Nations at Work: the Secretariat."

Starting out with a series of pictures illustrating—in prefatory fashion—the preamble of the United Nations Charter and then presenting the United Nations organization, structure and functions, the film strip culminates in a detailed study of the Secretariat—its set-up, duties and activities.

The film strip, the showing of which averages twenty minutes, can be projected with a standard 35mm film strip projector; it is available, free of charge, to schools of every kind. The strip will be accompanied by stencilled notes giving a running commentary which may either be used by teachers in its present form or varied to meet the needs of different age levels.

The film strip—the first in a series to be produced—will fit well with classroom work in current events, contemporary history, civics, etc., as well as in assembly meetings, where a speaker might talk on the United Nations, or in forums and discussion groups of the school's international relations clubs. The Film Section has also produced a catalogue listing all the films dealing with member nations of the United Nations organization.

Requests for the film strip may be addressed to the Film Section of the United Nations Department of Public Information, Lake Success, New York. In case teachers or schools want at the same time all the educational materials available to schools, the request should be sent to the Chief of the Educational Services Section, United Nations Department of Public Information, and this section will see to it that the film strip is sent along with the material.

College Enrollments Up 50 Per Cent

More than two million students, a 50 per cent increase over the previous peak enrollment, are now attending the 1,749 colleges and universities of the United States, reports the U. S. Office of Education.

The total of 2,062,000 based on an October 15 survey was compared with the previous October peak enrollment of 1,360,000 reported in the prewar 1939-40 survey. The 1946 figures include students attending classes or lectures conducted by the regular colleges and schools, but do not include students enrolled in extension or correspondence courses.

In 1945, the Office states, there were fewer than 50,000 veterans enrolled in higher educational institutions. This year there are 1,073,000 veterans enrolled, or approximately one-half the present total number of students.

Answering Your Question About Conscription

1. *What is the attitude of the National Education Association on this issue?* The N.E.A. believes that compulsory peacetime military training is not necessary for our national defense under present conditions and is not an institution compatible with the American type of democracy. The delegate assembly has authorized the Defense Commission to continue its efforts against the adoption of compulsory military training.

2. *What can I do as an individual or through group action?* If you wish to assist in the movement to defeat compulsory military training, write immediately to the Secretary, National Commission for the Defense of Democracy Through Education, 1201 Sixteenth St., N. W., Washington 6, D. C.

3. *Is compulsory military training necessary at this time?* The nature of future, long-range, atomic aerial warfare indicates the futility of military training as the basis for our future armed protection. If another world war develops, our first reliance will be upon our air forces, our navy, and a highly trained and scientifically equipped army. Any nation which plans an armed invasion of this country will have to engage in years of preparation of such nature that we will have knowledge of it and time to meet it.

4. *Who are the opponents of compulsory military training?* Because it is a threat to American moral, social, and economic welfare, conscription is being vigorously opposed by leaders of labor, agriculture, religion, and education.

5. *Who are the proponents of conscription?* Its proponents are largely confined to military leaders, some veterans organizations, and certain big business elements. Unbelievable high pressure lobbying and publicity efforts, largely at public expense, are being made to force it through Congress.

6. *How much does the Army spend for publicity and public relations work?* The Army spent for publicity in the press, radio, and other channels in the fiscal year 1946 the huge sum of \$5,715,690. This was exclusive of pay and allowances of military personnel.

7. *What effect will compulsory military training have on our colleges?* The new Army plan for compulsory training provides a federal control of higher education which never in the past has been contemplated or tolerated by the American people. Every college which wishes to have any male students must consent to establishment of ROTC training and to policy determination of the War Department. Colleges unable or unwilling to submit to army control will be injured or destroyed.

8. *How much will the Army plan cost?* Army estimates indicate that the cost of compulsory military training

Pictures Wanted

Good photographs of school activities both inside the classroom and outside are desired for possible use in Part I of the Biennial Report which is now being written. Send any that you may have to L. H. Jobe, State Department of Public Instruction, Raleigh, N. C., being careful to label each as to grade, school, and activity.

North Carolina's Per Public Cost Of Education 55 Per Cent of National Average

An average of \$68.91 per pupil in average daily attendance was spent in North Carolina during 1944-45, the latest year for which comparative state figures are available, whereas the national average was \$125.41. Only five states spent less than North Carolina during this year—Alabama \$56.93, Arkansas \$60.26, Georgia \$64.92, Mississippi \$44.80, and South Carolina \$65.17.

Highest per pupil expenditures were in the following states: New Jersey \$198.33, New York \$194.47, Illinois \$169.32, Massachusetts \$166.67, Wyoming \$164.84, Montana \$163.42, and California \$163.38. Virginia and Tennessee, states adjoining North Carolina, spent \$83.49 and \$69.70, respectively, for this purpose.

Five years prior to 1944-45 North Carolina's relation to the national average in this respect was poorer, the average expenditure being \$40.86 as compared to \$88.09 for the nation as a whole. During that year only four states spent less per pupil than did North Carolina. They were Alabama, Arkansas, Mississippi and South Carolina. During this five-year period, therefore, North Carolina has surpassed Georgia.

will be about one billion dollars a year; yet a careful inquiry seems to indicate that the total cost will be between 2½ and 3 billion dollars per year. This will make it difficult to obtain funds for necessary military, naval, and air operations and development and will prevent the improvement of health and education vital to our future national defense.

9. *How much will the Army and Navy get as recommended in President Truman's budget message?* The Army and Navy are asking for \$11,256,000,000. This exorbitant sum is several billions less than the War Department proposed before the Congressional elections and does not include the cost of compulsory military training.

Baptists Oppose Peacetime Conscription

The Northern Baptist Convention, representing a million and a half members, recently adopted a resolution expressing to Congress its "opposition to compulsory military conscription in time of peace" and urging local churches and individual members to take similar action. To build a permanent peacetime army by conscription, said the Convention, will only "arouse the fear and suspicion of other nations." History and experience have proved again and again that large compulsory military establishments have never prevented wars in the past, said the resolution, which also deplored "the evil effects of military life" upon the morals of youth and called upon all nations to approve the Martin resolution providing for international disarmament.

1.91 Per Cent of State Income Spend For Schools

North Carolina spent 1.91 per cent of its 1943-44 income for schools, recent figures compiled by the National Education Association show. As compared with the other states North Carolina ranked 11th in this respect. The national average was 1.53 per cent.

States which spent larger portions of their total income for education than North Carolina were the following: New Mexico 2.61 per cent, West Virginia 2.47 per cent, South Dakota 2.46 per cent, Wyoming 2.28 per cent, Montana 2.27 per cent, Utah 2.20 per cent, Minnesota 2.15 per cent, North Dakota 2.14 per cent, Iowa 1.94 per cent, and Oklahoma 1.82 per cent.

States which spent the lowest percentage of their income for schools were these: Maryland 1.08 per cent, Florida 1.14 per cent, Delaware 1.17 per cent, Connecticut 1.22 per cent, Rhode Island 1.27 per cent, Georgia 1.30 per cent, Washington 1.31 per cent, California 1.31 per cent, and Virginia 1.35 per cent.

Tennessee Votes \$16,000,000 Additional For Schools

An education bill providing approximately \$16,000,000 in new money for public education in Tennessee and guaranteeing a raise of at least \$300 to all public school teachers has been passed unanimously by the Tennessee State Legislature and signed by the governor.

To aid counties in school construction, maintenance, and pupil transportation, the bill provides that 70 per cent of the proceeds of the two per cent state retail sales tax collections above \$20,000,000 be appropriated for that purpose.

Film "One World or None" Distributed

The atomic scientists, aware of the tremendous implications of atomic energy for world betterment or destruction, have at last spoken officially through the medium of a new film, "One World or None," produced by Philip Ragan in co-operation with the National Committee on Atomic Information and the Federation of American Scientists, which is being distributed nationally, both theatrically and non-theatrically, by Film Publishers, Inc., 25 Broad Street, New York 4, N. Y.

Clearly projecting a summary of the world atomic situation in its 9-minute running time, "One World or None" is a heart-stopping, thought-provoking motion picture (available also in silent and sound slidefilm form) on World Problem No. 1. Local groups should first encourage theatre-showings by offering publicity aid to local theatre managers booking the short film. Information as to local theatrical exchanges booking the 35mm theatrical prints, as well as a printed promotional guide containing publicity suggestions and lists of display and advertising materials, may be obtained directly from Film Publishers, Inc.

Use of the 16mm sound version or the slidefilm version of "One World or None" will be of almost universal worth to all types of local groups. An urgent problem of world-wide interest in itself, the "One World" implications of atomic energy forerun the greater need for unity in co-operation on all levels of life: international, national and community. For this reason, this important new film will serve not only as the lead-off for discussion about the control of atomic energy for the good of mankind, but will also serve to provide momentum for discussions on other phases of international relations, national affairs and inter-group relations.

The technique of the film is an unusual animated drawing method developed by Philip Ragan, best known in the documentary film field for his animated films made during the war for the National Film Board of Canada. Interspersed between vividly graphic animated drawing sequences are well-chosen live-action scenes to point up emotional peaks and to bridge the gap between intellectual recognition of the problem and emotional conviction of its grim reality. The terse narrative delivered by Raymond Swing, nationally famous radio commentator, and the special music score composed by Louis Applebaum, Hollywood composer, heighten the dramatic effectiveness of the film.

16mm sound motion picture prints of "One World or None" may be purchased from Film Publishers at \$30.00 plus transportation. Rental of 16mm

Report on Elementary Schools In South Released

"Improving the Elementary Schools" is the title of the most recent publication issued by the Southern States Work-Conference, an organization sponsored jointly by State Departments of Education and State Education Associations of the 14 southern states.

This recent publication, it is announced, includes the study carried on in these states during 1945-46, results of which were brought together and consolidated at the annual work-conference at Daytona Beach, Florida, in June 1946.

This report comprises 93 pages, divided into five chapters: (1) Point of View; (2) Problems and Needs in Elementary Education; (3) Movements, Trends and Forces Influencing Elementary Education in the Southern Region; (4) Practices of Promise in Elementary Education; and (5) Policies and Programs of Action. It should prove valuable to local groups engaged in evaluating the elementary school program and planning improvements, and to individuals and classes engaged in studying and attaching educational problems.

Copies have been sent to superintendents and participating schools. Additional copies may be secured at 35c per copy postpaid from Dr. Roy W. Morrison, Director Bureau of Educational Research and Service, University of North Carolina, Chapel Hill.

College Association President Recommends Radio for School Curriculum

In a statement addressed to educators, recommending a list of radio programs for required listening, Kenneth J. Beebe, President of the American Schools and Colleges Association has declared:

"It is becoming increasingly evident that radio, as an educational medium, must be included in the curriculum of elementary schools. Just as most schools have supplementary reading assignments, we urge our members to institute the practice of assigning elementary radio listening assignments. Radio can be a powerful force in inculcating ideals of tolerance, culture and good citizenship and we recommend those programs which best serve this purpose."

prints may be arranged through most local film libraries or by inquiry through Film Publishers. The 35mm silent slidefilm version with printed speech notes and discussion guide may be obtained on outright purchase only at the cost of \$3.00. A twelve-inch phonograph record, recorded at regular phonograph speed (78 r.p.m.), may be purchased to supply transcribed narration and music for slidefilm presentation at \$4.50 extra.

More Food High in Vitamin C Suggested For School Lunches

Because North Carolina diets have been found by the State Board of Health to be low in Vitamin C, managers of school lunchrooms have been requested by the School Lunch Program of the Department of Public Instruction to serve more foods rich in Vitamin C.

In order to retain the maximum amount of Vitamin C, it is suggested that raw foods be served often, prepared just before serving time. When cooking foods rich in Vitamin C, do not cook in large amounts of water and avoid over cooking, it is further suggested.

North Carolina foods most valuable in Vitamin C content are: turnip greens, kale, collards, green cabbage, white and sweet potatoes, and tomatoes. The richest sources of Vitamin C are orange juice and tomato juice. Schools are urged to serve one of these every day.

Greene County Reports On 1946-47 Workshops

A report on the Greene County Workshops, which have been carried on this year under the supervision of East Carolina Teachers College professors, was recently made and submitted to the Division of Instructional Service, State Department of Public Instruction.

According to Miss Julia Wetherington, associate in the division, "the superintendent, the planning committee and teachers of Greene County are to be congratulated upon not only the work that you have done, but upon the organization of the report which you have made available to us."

The various workshop groups consisted of teachers of reading, art, library science, home economics, visual education and science.

Health Units Available

A teaching unit for grades 1 through 12, entitled "Growing Healthfully," is now available from the Carolina Tuberculosis Association, Raleigh, N. C. This unit discusses all the problems that growing children face and shows the teacher what can be done for them. The price of this unit is \$4.25 a hundred or five cents each in units of less than one hundred.

Another completely revised teaching unit for elementary schools, junior and senior high schools is "Building a Better World." This unit deals particularly with the mental health of the school child and the role of the teacher in helping to create conditions conducive to good mental health of children. The price of this unit is \$3 a hundred or five cents each in units of less than one hundred. It also may be obtained from the State office.

Not All Educational Bills Passed

Not all the educational bills introduced at the 1947 session of the General Assembly passed, it is learned from a review of legislation made by L. H. Jobe, Director of Publications of the State Department of Public Instruction.

Foremost among bills that were introduced but which failed to pass, according to Mr. Jobe, were the measures to appropriate aid for school plant repair and construction and to appropriate funds for attendance officers, supervision of instruction, and health education.

Other measures which the salons turned thumbs down on were: (1) a bill to change the date of entrance age from October 1st to November 1st; (2) a proposal to boost salaries of teachers in accordance with the South Piedmont Plan; (3) a bill providing increments for teachers attending summer schools; (4) a bill to provide free tuition to students who would sign a note agreeing to teach in the public schools of the State for five years after graduation; and (5) a bill to provide sick leave including substitute pay for teachers.

Farm Safety Week Observed

Farm Safety Week was observed in the rural schools of the State May 5-10. As an aid in the observance, a bibliography and a sheet of suggestions were sent to county superintendents and high school principals in the county units by State Superintendent Clyde A. Erwin. Material to aid in this observance was also furnished superintendents and principals by W. Kerr Scott, Commissioner of Agriculture.

The purposes of observing a Farm Safety Week were to stimulate interest in improving the regular school safety instruction program, promote activities which would lead to the elimination of certain accident hazards at school and on the farm, and to assist in stimulating a greater recognition of the problem of farm safety by the community.

Teaching of Spelling Studied

With a view of improving the spelling accomplishment of high school students, a study of the teaching of spelling in the high schools of the State is being made by the Research Committee of the North Carolina English Teachers' Council under the direction of Dr. A. C. Jordan, Duke University, Durham.

The initial step in this study was the mailing of a mimeograph sheet to each high school principal to be filled out and returned with his report made annually to the Division of Instruction Service, State Department of Public Instruction, Raleigh. This one-page questionnaire will give such information as the following: grade in which spelling is taught, number of periods taught per week, textbook used, plan followed, who teaches spelling, etc.

Good Teaching

What is considered to be a first-rate example of good teaching was recently learned from an article in the *Charlotte Observer*, which described an experiment in the importance of vitamin C in providing proper nutrition.

In this study, which was carried out with fifth graders at the Parks Hutchison School under the direction of Nancy Abernethy, teacher, and Mable Todd, State nutritionist, two guinea pigs of the same weight and age were used. One of the pigs was fed a diet of oatmeal, whole wheat flour and powdered milk with tomato juice. The other was fed the same diet without the tomato juice. Charts were kept by the class of the weights of each pig. At the end of six weeks the pig which was fed a diet including tomato juice had increased in weight from 220 grams to 304 grams. The other pig, which weighed 222 grams at the beginning of the test, weighed only 180 grams at the end of the test.

According to Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, it is such teaching as this that is really worthwhile. "Experiments, such as this one, will do more to drive home the lesson than all the talks or book reading made in the class."

Second Grade Pupils Write Stories

If an early beginning is any indication of the success achieved in the instruction of youth in the art of story writing, then the second grade pupils in the Burlington City Schools should all turn out to be good story writers.

Miss Carrie Wilson, supervisor of the Burlington school system, states that these pupils master manuscript form in the first grade and really enjoy writing in the second grade. Of course, as Miss Wilson says, they are not masterpieces and have errors of capitalization, punctuation and expression; but what do you expect from a second grader? If, as she says, the power of expression can be realized early, these corrections in punctuation, etc., can come later. Miss Wilson has mimeographed a number of the best stories by second graders; and this, too, should encourage them to write more and for improvement.

According to Dr. J. Henry Highsmith, Director of the Division of Instructional Service, State Department of Public Instruction, this type of instruction is an excellent method of creating interest and stimulating the desire for better writing. It is well, he stated, for the teacher to start with the child as early as possible in the improvement of his ability in this respect.

Education Association Elects New Officers

R. L. Fritz, Jr., principal of the Hudson High School, Caldwell County, and more recently chairman of the steering committee which advocated the South Piedmont plan for salary increases for teachers, was elected president of the North Carolina Education Association on the basis of election returns which were announced at the annual meeting of the association held March 27-29 in Asheville. Fritz defeated Superintendent Claude Grigg of the Albemarle City unit, who as vice president would under ordinary circumstances have been elevated to the presidency.

A. C. Dawson, principal of the Southern Pines High Schools and another member of the South Piedmont group, won out over three other candidates for the vice presidency.

Board Validates Certificates for 1947-48

Certificates of teachers now in force were validated for the school year 1947-48 by action of the State Board of Education at a meeting held April 16. Since 1931, certificate renewal has been extended by action of the General Assembly. This provision was not continued by the General Assembly of 1947, which left it in the hands of the Board.

In a letter to county and city superintendents, Dr. James E. Hillman, Director of the Division of Professional Service, State Department of Public Instruction, called attention to the Board's action in extending the life of certificates for another year without renewal credit. Dr. Hillman also requested that teachers be informed of this matter as well as the fact that renewal credit for another year, after September 1, 1948, would no doubt be required. "Teachers and other school personnel," he said, "who need to earn the renewal credit, and who find it convenient or possible to do so, should attend summer school this year. They might well assume that the requirements must be met in full not later than September 1, 1948."

Blasting Cap Film Available to Schools

In addition to leaflets and posters, schools may secure the film "Blasting Cap" an all color, 16 mm, 15-minute sound motion picture especially produced for school safety programs by the Institute of Makers of Explosives to inform boys and girls of the dangers hidden in the apparently harmless little blasting cap. This film is suitable for intermediate grades and junior high school, and may be secured on a loan basis free of charge by writing to Mr. C. Stewart Comeaux, Secretary, Institute of Makers of Explosives, 343 Lexington Ave., New York, N. Y.

Teacher Recruitment Campaign Inaugurated in High Schools

A campaign to recruit prospective teachers from this year's senior class was begun in March by State Superintendent Clyde A. Erwin with a letter to county and city superintendents and followed up last month with a letter to high school principals.

In the first letter Superintendent Erwin made the following suggestions:

1. That without delay you have a meeting of all your white high school principals where you would sit down and discuss the problem with them.

2. That at this meeting you formulate a program of action which would be followed by the principals and high school teachers in their respective schools.

3. That you devote at least one P.-T. A. meeting in each of the schools to a consideration of this problem. Somebody's children must prepare to be teachers if we are to have teachers for our children.

In his follow-up letter to principals, Superintendent Erwin repeated these suggestions and enclosed a blank form upon which each principal could report on what had been accomplished with reference to teacher recruitment among this year's high school graduates.

Superintendents Urged to Put Supervision in Budget

"Supervision of Instruction," rather than the three little words in the song, are the three words inserted in the law by the 1947 General Assembly that have caught the eye of Dr. J. Henry Highsmith, Director of the Division of Instructional Service, Department of Public Instruction.

In a recent letter to county and city superintendents, Dr. Highsmith calls attention to these words as a means of providing more effective teaching in the public schools and in giving the boys and girls in our schools a superior educational opportunity.

This amendment to the present law, Dr. Highsmith points out, states "that it is legal to provide supervision and that it can be done without a vote of the people. The boards of education which are responsible for educational programs and policies should request the county commissioners to provide the money to employ supervisors in their administrative units.

"Let me urge you, as superintendent, to give this matter your immediate and earnest consideration. Be sure to set up supervision in your budget and give it your wholehearted endorsement and support."

Twenty-three supervisors of instruction were employed during the current year, sixteen in county units and seven in city units.

New Superintendents Elected

New superintendents, at the time this publication went to the printer, had been elected in the following units:

Ashe—A. B. Hurt replacing B. H. Duncan.

Brunswick—J. T. Denning in place of Annie May Woodside.

Camden—J. F. Pugh replacing E. P. Leary.

Hickory—J. Loy Sox replacing R. W. Carver.

New Bern—H. J. MacDonald replacing H. B. Smith.

Currituck—Wilbur H. Tuck replacing Frank B. Aycock, Jr.

Durham (city)—L. S. Weaver replacing W. Frank Warren.

Forsyth—Ralph Brimley in place of T. H. Cash.

Halifax—W. Henry Overman in place of V. C. Matthews.

Jackson—Frank M. Crawford replacing A. C. Moses.

Pinchurst—Lewis S. Cannon in place of J. W. Harbison.

Onslow—B. B. C. Kesler replacing A. H. Hatsell.

Pamlico—A. H. Hatsell replacing Thomas S. Hood.

Pasquotank—J. H. Moore replacing M. P. Jennings.

Asheboro—Guy B. Teachey in place of F. D. McLeod.

Richmond—F. D. McLeod in place of L. J. Bell.

Clinton—E. C. Sipe replacing Herbert L. Swain.

Special Tax Elections Authorized

Special tax election in the following units were authorized by the State Board of Education at its regular monthly meeting held April 16:

Lexington—17½ cents.

Beaufort—20 cents.

Greenville—15 cents.

Fayetteville—10 cents.

Medical Examinations Show Defects in Mecklenburg Children

Examinations of 9,342 white school children of Mecklenburg County have resulted in finding that 3,614 of the number had physical defects of one kind or another which needed medical attention. The report, covering work for the first half of the current year, also disclosed that these 3,614 children had a total of 5,109 defects which needed attention, the largest number being dental. Only 562 of the defects were under a doctor's care, whereas 652 have already been corrected.

The defects found were as the following: Ears, 127; eyes, 417; nutritional, 216; posture, 131; feet, 151; skin, scalp, 160; teeth, 1,878; tonsils and throat, 115; nose, 165; speech, 40; nail biting, 602; mental, 22, and miscellaneous, 63.

Dr. Walter Patten Dies

Dr. Walter Patten, president of Louisburg College, N. C., since 1939, died March 8. Born in Bridgeville, Del., Dr. Patten was graduated from Wesleyan University, Middletown, Conn., in 1907 and received his doctor of divinity degree from the same university in 1928. At one time he was president of the board of missions of the North Carolina Conference.

Bible Taught in 124 Schools

Bible is taught in 124 of the State's public schools in 49 of the 100 counties, a recent Report of Bible Teaching in N. C. Public Schools for the term 1946-47 shows. A total of 22,505 children, 16,244 elementary and 6,261 high school, are taking Bible courses, the report shows further.

Five years ago, in 1941-42, only 55 communities provided for the teaching of Bible in their public schools.

According to a ruling of the Attorney General the teaching of Bible, under our Constitution, must be an elective course. The Committee on Weekday Religious Education of the North Carolina Council of Churches, which sponsors the teaching of the Bible in the public schools, recommends not only that this ruling be adhered to strictly, but also that courses in Bible be non-sectarian in content and preparation. The committee also recommends that teachers of Bible be paid from money raised by private subscription or through voluntary assessment of religious groups, although the Attorney General has ruled that such instruction may be paid for out of public funds.

Dr. Studebaker Visits Department

Dr. J. W. Studebaker, U. S. Commissioner of Education, recently visited the State Department of Public Instruction conferring with State Superintendent Clyde A. Erwin and several of his staff members.

Later Dr. Studebaker, accompanied by Superintendent Erwin and J. Warren Smith, Director of Vocational Education; George W. Coggin, Supervisor of Trades and Industries; Q. E. Mathis, Assistant Supervisor of Trades and Industries, and T. E. Browne, formerly Director of Vocational Education, attended a banquet in Durham given by the Co-operative Class Alumni and the present class honoring the 300 members who served in World War II.

The Co-operative Class, was founded after World War I by former Superintendent E. D. Pusey, who was also present at the banquet, to meet the needs of boys who wished to learn a trade while still carrying on their high school work. Miss Maude Rogers organized the work and has been the class director and counselor ever since. At the banquet she was presented a purse of \$350.00 for a vacation trip, or for other purposes as she might desire.

LAWS, RULINGS and OPINIONS

1947 School Legislation Reviewed

The recently adjourned 1947 General Assembly passed a number of acts affecting public education, a review by L. H. Jobe, who compiled the public school laws to be printed by Secretary of State Thad Eure, shows.

First, funds for the operation of the nine months school term were considerably increased, from \$45,922,609 this year to \$58,955,724 in 1947-48 and \$60,412,957 in 1948-49. This increase is \$13,033,115 and \$14,490,348, for the first and second years of the ensuing biennium, respectively, over the current year's estimated expenditure. Salary schedules and other standards as a basis for the distribution of these funds will be set up by the State Board of Education.

Funds appropriated for vocational education and the purchase of free textbooks, which are not included in the regular appropriation for the support of the nine months term, were also materially increased, as follows: (1) Vocational education from an estimated expenditure this year of \$1,369,729 to \$1,523,763 for each year of the next biennium; (2) the purchase of free textbooks from \$305,000 this year to \$820,000 in 1947-48 and \$739,348 in 1948-49.

Due to the fact that buses cannot be purchased as rapidly as needed to replace worn-out buses and thus leaving an unspent balance in funds formerly appropriated for this purpose, the amounts appropriated by the General Assembly of 1947 for purchase of school buses were decreased from \$2,255,060 in 1946-47 to \$2,109,500 in 1947-48 and to \$1,740,000 in 1948-49.

Funds for the operation of the vocational textile school at Belmont were increased from \$10,280 to \$40,417 in 1947-48, the greater portion for the purchase of additional equipment, and to \$12,872 in 1948-49. Administrative appropriations on the State level were increased from \$96,755 to \$110,770 and \$109,220, for 1947-48 and 1948-49 respectively in case of the State Board of Education and from \$134,875 to \$170,780 and \$170,385 for these respective years in the case of the Department of Public Instruction.

Machinery Act Amended

There were a number of amendments to the School Machinery Act, the review of school legislation shows. They were as follows:

(1) In Section 115-351 the words "which shall request the same" were stricken out, thus making it no longer necessary that a request be made for operating the schools for nine months. In this same section an amendment was passed which provided that "when

the operation of any school is suspended no teacher therein shall be entitled to pay (salary) for any portion of the suspended term." In the second paragraph of this section the years for which the governor may reduce the term to 170 days were changed to apply to terms operated during 1947-48 and 1948-49.

(2) Section 115-352 was amended by adding a sentence stating that "school children shall attend school within the district in which they reside unless assigned elsewhere by the State Board of Education." This section was also amended by giving the State Board of Education specific authority to "establish additional administrative units."

(3) Section 115-356 was amended to include "workmen's compensation for school employees" as an item of expenditure from State funds under "Auxiliary Agencies." This section was further amended by striking out the "approval of the State Board of Education" as a necessary prerequisite for levying taxes in the administrative units for vocational education supported in part from federal funds. A third amendment to this section provides that tax levies may be made in county administrative units "for attendance enforcement, supervision of instruction, health and physical education, clerical assistance, and accident insurance for school children transported by school bus," all these with the approval of the State Board of Education as a part of the local unit budget.

(4) Section 115-370 was amended by striking out the contradictory provision as to the liability of local units for workmen's compensation for vocational employees, since the 1945 amendment authorized State liability for this group of school employees for the entire period of their employment.

(5) Section 115-374 was amended "to permit the use and operation of school buses for transportation of school children . . . to attend State planned group educational or health activities, specifically excluding athletic or recreational activities . . ." with the approval of the State Board of Education.

(6) Section 115-376 was amended by giving the State Board authority to route buses in such a manner as to get within one-half mile of all children who live more than one and one-half miles from school. This section was also amended by giving the board authority to assign children to another district where "road, geographic or other conditions make it inadvisable to offer transportation" to such children and to pay each such child \$10.00 per month while attending another school.

(7) Section 115-377 was amended to "provide that all school buses which

may hereafter be placed in operation to be equipped with adequate heating facilities."

Other Laws Amended

Other sections of the school law, Chapter 115 of the General Statutes, to which amendments were made by the General Assembly of 1947, were the following:

(1) In Section 115-116 the words "and, if necessary, not exceeding three school days may be set apart for this purpose" at the end of the first paragraph were stricken out.

(2) Section 115-140 was rewritten to provide for health examinations of all school employees each year before a health certificate shall be issued. The examination, which may include an X-ray chest examination, must be in accordance with rules and regulations adopted by the State Superintendent of Public Instruction, with the approval of the State Health Officer.

(3) Section 115-224 was amended to provide a larger appropriation (\$17,500) from the Literary Loan Fund for providing plans for modern school buildings, for the proper inspection of school buildings, and the better administration of the fund.

(4) Section 115-256 was amended to permit out-of-state enrollment not exceeding 10 per cent to attend the Textile Training School at Belmont.

(5) Sections 115-310 and 311 were amended by reducing the age admission of deaf and blind children from seven to six in these two sections as they relate to penalties for not sending such children to school and to conform with the reduced age provision made in section 115-309 by the 1945 General Assembly.

In addition to these amendments to Chapter 115, the retirement law was amended in a number of important respects.

New Laws

The General Assembly of 1947 also enacted a number of new laws relating specifically to the public schools.

In the first place, two of the proposed constitutional amendments will affect the schools: (1) It is proposed to change Section 7 of Article VII to provide that no debt shall be contracted unless approved by a majority of those who shall vote in the election instead of a majority of the qualified voters in the area as this section now provides. (2) It is proposed to repeal Section 4, Article V, concerning the limitation upon the increase of the public debt to two-thirds of the amount such debt has been reduced during the preceding biennium without a vote of the people. These two proposed amendments would materially affect public education.

(Continued on page 16)

FROM THE PAST

5 Years Ago

(North Carolina Public School Bulletin,
May 1942)

At the annual meeting of the North Carolina Education Association, Superintendent T. R. Foust of Guilford County was honored by the presentation of a life membership in the organization.

Lacking only 113 votes of being unanimous, the New Bern city administrative unit voted April 14 to levy a tax to operate the schools of that unit nine months, the tax levy being for the support of the ninth month.

R. G. Fitzgerald, formerly superintendent of Pitt County and for the past ten years State representative of Silver, Burdett and Company, was recently made a member of the board of directors of that company.

C. G. Maddrey, for the past five years principal of the Scotland Neck High School, has been added to the staff of the State Textbook Commission as successor to W. F. Mitchell, who resigned on December 1, 1941, to become superintendent of Franklin County.

10 Years Ago

(North Carolina Public School Bulletin,
May 1937)

At the annual meeting of the North Carolina Education Association recently held in Durham, an announcement was made of persons who should be considered for the Hall of Honor in the field of education. The committee making the report stated that no person was considered except those who had been dead for five years. The following list was proposed:

The Unknown Teacher, Edwin A. Alderman, Charles B. Aycock, David Caldwell, Braxton Craven, Edward K. Graham, Elizabeth Kelly, Charles D. McIver, Archibald D. Murphy, Walter Hines Page, Calvin H. Wiley.

25 Years Ago

(Biennial Report, State Superintendent of
Public Instruction, 1920-21, 1921-22)

About 30 per cent of the white children of the rural districts have only a six months term . . . The total cost of maintaining the schools for the year 1921-22 was approximately \$20,000,000 . . . The entire building program under construction at this time is estimated to cost, when completed, about \$25,000,000 . . . The total number of schools in the State, including both the standard and the nonstandard classes, giving high school instruction, is approximately 600 . . . It will be observed that during the past year (1921-22) there were 65 public schools representing 49 counties in which vocational agriculture was taught . . . "North Carolina has given a striking example of what is probably the clearest, simplest, and wisest policy of applying State funds to public education."—Carnegie Foundation for the Advancement of Teaching.

Why People Are Fired

The record shows that people are fired because they are:

Lazy.
Irresponsible.
Disloyal.
Dishonest.
Have poor general judgment.
Immoral or intemperate.
Use poor English.
Have poor personalities.
Chronic complainers.

This is what Dr. Kenneth McFarland, Superintendent of the Topeka, Kansas, city schools, told those present at the annual meeting of the North Carolina Education Association held recently in Asheville.

"The biggest need in the teaching profession," Dr. McFarland said, "is to attract into its ranks, and to develop among its numbers, more really well-balanced personalities. One of the most outstanding facts revealed by the research of personnel departments is that more than 90 per cent of failures in business, the professions, and the vocations are not occasioned by a lack of knowledge concerning the skill and techniques involved. The vast majority of so-called professional failures are in fact human failures and personality faults."

LAWS, RULINGS AND OPINIONS

(Continued from page 15)

A second act of importance is the law authorizing "the Governor to appoint a State Education Commission to make a study of educational problems, and to present their findings and to make recommendations to the Governor and the General Assembly of 1949.

A third law is that which appropriates \$35,000 for the establishment of a vocational school for veterans at Camp Butler.

A fourth important law provides for the establishment of a Division of Special Instruction for promoting the education of handicapped children and adults in the Department of Public Instruction. The appropriation act increased the funds for the Department by \$7,200 for this purpose.

A fifth law provides for the naming of county boards in the several counties of the State.

In addition to these laws the following three resolutions relating to public education were passed:

Resolution No. 13 memorializes the North Carolina Members of Congress to support a program providing Federal funds for equalizing educational opportunities in the public schools of the Nation, without Federal control.

Resolution No. 26 authorizes the creation of the "Sir Walter Raleigh Day Commission" and the State Superintendent to set apart a day to be celebrated in the public schools to be known as "Sir Walter Raleigh Day."

FROM THE PRESS

Transylvania. With the end of federal subsidy at the beginning of the month and with prices of the lunches being advanced from 15 to 25 cents, the number of children served in the lunchrooms of the larger schools in the town and county has decreased approximately 50 per cent. Superintendent J. B. Jones announces.

Macon. A bill requiring Macon County's Board of Education to hold monthly meetings was introduced in the General Assembly today (March 20) by Representative Herbert A. McGlamery.

Elizabeth City. Superintendent of City Schools J. G. McCracken was elected secretary-treasurer of the superintendents group of the North Carolina Education Association at the convention in Asheville Friday (March 28).

Lumberton. By virtue of the interest shown by many people in Lumberton, both youths and adults, in the possibility of having the Bible taught in the public schools, a recent school survey was conducted by Superintendent B. E. Lohr.

Columbus. With 22 out of 23 precincts reported, the million-dollar school improvement program for Columbus County was approved by a slim majority of 183 votes yesterday (March 25).

Yadkin. W. F. Credle of the State Department of Public Instruction and several Yadkin County officials made a survey of school building needs in Yadkin County Monday (March 23).

Guilford. The dean of all educators in the Guilford County school system in point of service, Bessemer's William Ernest Younfs, announced yesterday (April 5) that he will retire from his post as principal of Bessemer Schools at the conclusion of the current school year.

Red Springs. J. E. Miller, assistant director of the North Carolina Department of Public Instruction, visited the Red Springs elementary schools on Wednesday, March 19, and expressed the opinion that the white school had all the equipment recommended for a standard school and a great deal of additional equipment recommended by the State Department for good teaching.

Salisbury. Ruth Moore, member of the physical education section, State Department of Public Instruction, arrived here yesterday (March 31) for conferences with local teachers on health and physical education.

Rowan. One hundred and fifty bags of Irish potatoes will be distributed to Rowan County school lunchrooms Wednesday (April 2), it was announced today (April 1) by Charles C. Erwin, superintendent of county schools.

Resolution No. 28 endorses a "High School World Peace Speaking Program" in the high schools of the State.

